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Development and Implementation of a Problem-Based Learning Component in Police Post-Academy Training: A Case Study

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DEVELOPMENT AND IMPLEMENTATION OF A PROBLEM-BASED LEARNING

COMPONENT IN POLICE POST-ACADEMY TRAINING: A CASE STUDY

by

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ABSTRACT

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As police departments are usually unable to hire in individuals with the requisite knowledge, skills, and abilities required for successful performance of the policing job, they are tasked with delivering post-academy training to newly hired officers to ensure that they have understanding of the department's policies and procedures. The current study describes the process of implementing portions of the Reno Model of police training (specifically, a daily journal and Problem Based Learning Exercises) into the training program at the Collierville Police Department which follows the San Jose Model of police training. Results of the implementation conclude that the additions to the training program were beneficial to the training organization. Other benefits garnered by the department include improved communication, improved response to generational differences, and a more involved learning process.

Development and Implementation of a Problem-Based Learning Component in Police

Post-Academy Training: A Case Study

Due to the complex and specialized nature of the work, law enforcement is an

example of an employment sector that is generally unable to hire employees who already

possess the vast array of knowledge, skills and abilities (KSAs) required for successfully

carrying out the police function. Thus, the necessary KSAs must be provided through

elaborate and costly formalized systems of law enforcement training. With the creation in

the 1970s of the Federal Law Enforcement Assistance Administration (Omnibus Crime

Control and Safe Streets Act of 1968; same functions now completed under the Office of

Justice Programs) and the resultant institution of state-level Peace Officer Standards and

Training (POST) Commissions, most states have formalized law enforcement recruit

academy training curricula and instructor certification processes. Recruits who

successfully complete this training are typically "certified" to work as law enforcement

officers in their respective states. (See, for example: Tenn. Code Ann §38-8- 107)

Although it is still possible in some law enforcement jurisdictions for recruits to

undergo their two to four month academy training and then be directly assigned to a

uniformed patrol function, most agencies have developed formal, multi-week, post-

academy training experiences to insure that their new officers possess all the requisite

KSAs for functioning independently. In the past, informal on-the-job training activities

provided by "senior" officers were the traditional norm in many agencies. The first

structured and widely accepted, skills-based approach to post-academy training was

developed in the 1970s by the San Jose, CA Police Department and was known as the

Field Training Officer (FTO) Program. Briefly, the San Jose FTO program encompasses 14 weeks divided in approximately 4 phases. Each phase allows a recruit to work with a different Field Training Officer (FTO). Every day, the FTO fills out a Daily Observation Report (DOR) to rate how the trainee performed that day on a predetermined list of competencies and/or behaviors (e.g., Orientation, Officer Safety, etc.). There is a brief evaluation at the end of each phase and a more formal evaluation at the end of the program to determine if the recruit is ready to move to the next phase or, after the last phase, is ready to function independently as a patrol officer (McCampbell, 1987).

From a training-development perspective, law enforcement's adherence to this model over the last 30 years is noteworthy, especially in light of the volume of research findings on the importance of applying new training strategies such as adult learning principles and problem-based learning to knowledge and skill acquisition. There is a large literature on police organizations' resistance to change, including changes in training procedures (see Lingamneni, 1979; Skogan, 2008). It is likely that training researchers and professionals, as well as experts in program evaluation strategies, have not adequately disseminated their important findings to real-world institutions, including the law enforcement community.

Police Discretionary Behavior

The job of the uniformed patrol officer can be divided into two major categories: ministerial (mandatory) functions, for which the officer has no choice (e.g., answering a call for service, protecting individuals' civil rights, etc.) and discretionary behavior, for which the officer is given decision-making latitude as to the course of action he/she will take (e.g., stopping any given speeder). Police discretion is an integral part of day-to-day

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police activities, thus making the construct integral to what should be instilled during training. There is literature *en masse* concerning influences on police discretion, including: gender, race, socioeconomic status, and organizational norms (e.g., Lundman, 1979). Nickels (2007) reviewed the various definitions of police discretion and the implications of those definitions. Some authors focus on legal discretion (Dworkin, 1977, 1985; Hart, 1961; Rosenberg, 1971 as cited in Nickels, 2007), whereas others broaden the construct to encompass time not spent in response to a call (Chambliss & Seidman, 1971; Ericson, 1982 as cited in Nickels, 2007). Nickels defined police discretion in two contexts: the organization and the operation. In the organizational context, police discretion refers to choosing when tasks are completed (schedule-discretion), if a task is completed (task-discretion), the timeline for task completion (time-discretion), the order of task completion (routine-discretion), and how the tasks are completed (means-discretion). In the operational context, police discretion "refers to the perceived autonomy in determining the quality and quantity of 'law' under the mandate of the police organization" (p. 576). Such behaviors occur in five major capacities: police presence in the public (surveillance-discretion), negotiation of citizen requests for service (response-discretion), identification and documentation of criminal and noncriminal events (record-discretion), search and seizure of private properties and persons (seizure-discretion), and coercion of compliance through force or threat of force (coercion-discretion).

Just as a definitive definition for police discretion is lacking in the literature, so also is any substantial literature addressing how training strategies impact police discretion. Arcuri, Gunn, and Lester (1979) surveyed officers to determine when and/or

how they learned discretion in policing. Most officers (66.7%) received very little to no

training in police discretion. These researchers note that most of those surveyed learned

discretion in arrest from on-the-job experience. The authors propose that more time

should be spent discussing police discretion in the academy setting. It should be noted

here that there were few departments employing post-academy field training program

when Arcuri et al. wrote their article. Although the suggestions of the article might still

be valid, there have been developments in the police training world since it was written

and, thus, there is a need to revisit the topic of training police discretion.

Generational Changes in the Police Recruiting Pool

Although different opinions exist with respect to strategies for reforming police

operations (Kappeler & Gaines, 2005; Scott, 2000), it is clear from all that reform is

needed. The current research attempting to understand the distinguishing characteristics

of the Millennials has potential relevance for those who develop and execute police

academy and initial field training. The knowledge base in this important arena is still in

its infancy, and the purpose of this study was to contribute to this effort.

The generation from which many new police recruits are selected is seen by those

involved in training and in command as having different expectations, behavior patterns

and skills from those who were recruited only a few years ago (Deal, Altman, &

Rogelberg, 2010). Individuals from this "Millennial generation" (also known in the

literature as Gen Y, Generation Y-ers, nGen, GenMe, and The Next Generation; born

between 1982 and 2002) are beginning to enter departments at a fast pace (Smola &

Sutton, 2002; Twenge 2010). This generation is seen as having marked differences from

generations that came before it, differences that have important implications for how training programs should engage them for maximum impact.

Although the Millennial Generation is still forming an identity for itself in the work world, researchers have studied whether, and in what ways, this generation is different from generations past. Deal, et al. (2010) compiled the known research on Millennials that addresses these generational differences. They cite Twenge and Campbell (2001), who found Millennials exhibit higher self-esteems, more assertiveness, and greater narcissism than generations before at the same age. Wang, Beydoun, Liang, Caballero, and Kumanyika (2008) found that Millennials have a higher rate of obesity and less overall fitness than generations before them at the same age. According to the National Center for Educational Statistics report, Millennials are entering college with less knowledge in major subject areas than generations before them (2006). However, Deal et al. (2010) concluded that the Millennial Generation is not different from other generations at the same age with respect to their attitudes towards work, time spent at work, or affects of cultural shifts.

Hershatter and Epstein (2010) also reviewed the generational research and discussed what the findings indicated for those who would be managing them. For instance, the Millennials have a connection with technology that no other generation can boast, some calling them "digital natives"; they are adept at gathering and sorting through large amounts of information while multitasking. However, their technological expertise makes them less capable of finding nuance in information and less able to decipher non-verbal cues. Millennials have grown up being told exactly what it takes to succeed and being recognized regularly for their achievements. For the manager, this potentially

means that no longer can employee be told to "figure it out," but he/she must walk them through a work task step-for-step in order for them to succeed long term on their own.

In training, Millennials have high expectations. Sturges, Guest, Conway, and Davey (2001) and Barling and Loughlin (2001) found that Millennials value training opportunities because they develop new skills and remain more highly employable. Organizations offering training opportunities to develop a variety of skills that are transferable to different environments create loyal and highly diverse employees.

The Reno Model of Post-Academy Training

In spite of the general acceptance and wide implementation of the San Jose Model, an increasing awareness of adult learning principles and generational changes in the recruiting pool led some law enforcement trainers to look for alternative strategies for preparing recruits for their uniform patrol duties. One such innovation evolved in the Reno, Nevada Police Department. Known as the "Reno Model of Police Training," and referred to as the "Police Training Officer" (PTO) Program, this new approach to police training was developed by Gerry Cleveland (a former police officer now practicing law) and Greg Saville (a former police officer who turned to teaching) with funding provided by the Office of Community Oriented Policing Services (COPS) housed within the Department of Justice. The pair saw a need for new styles of teaching and learning to be integrated into the traditional FTO training system. After experiencing the positive impact of Problem-Based Learning (PBL) in the classroom, they realized its potential value in the arena of law enforcement training (Police Society for Problem Based Learning, 2006). In the mid 1990s, they were asked by the Reno Police Department to help modify its post-academy training program.

As described in a publication written by Cleveland and Saville (2007), the PTO program was developed for a variety of reasons. First, traditional police training was designed within a "*tabula rasa*" paradigm; that is, recruits were considered to be a blank slate that needed to be written on by training officers. Second, program developers recognized the need for physical and psychological fidelity to policing during training. Finally, the PTO program was developed to change the way officers communicate amongst one another and, ultimately, within the community-at-large. After the new program was developed, it was pilot tested in seven departments, the first of which was the Reno Police Department in the late 1990s and early 2000s.

The Reno Model offers some similarities to two other kinds of police reform paradigms: specifically problem-oriented policing (Goldstein, 1990) and community policing (Kappeler & Gaines, 2005). Problem-oriented policing was developed to address issues that plagued many different departments. Most police activities had been reactive to situations, allowing incidents to drive how police departments worked day-to-day. According to Goldstein (1990), this method of operations created inefficient working conditions and officers who were not exploited to the full extent of their abilities. It also led to a gap in communication between the police department and the community. The practice of problem-oriented policing creates increased efficiency in the management of deviance and a focus on frequently occurring events. Similar events (e.g., theft from vehicles at a particular shopping mall) are grouped together to form problems, and a systematic investigation is begun to examine as to why the problem is occurring and how it might be mitigated. Thus, Problem-oriented Policing provides a platform that allows

for a wide array of responses to a problem. Heavy focus is given to the officer's responsibility to the community and to the department.

The major focus in Community Policing is on the improvement in quality of life for the community at large (Kappeler & Gaines, 2005). It involves a broad understanding of police duties that incorporates citizens as a tool for addressing community ailments. Community policing requires a decentralized organizational structure that gives a high level of discretion to community police officers. Community police officers are assigned to areas where they are easily accessible to the citizens at all times. With stable community assignment, the community police officer is able to develop relationships with citizens and garner information otherwise not available. The focus of the officers is on crime prevention, with a broad range of options for prevention activities. They use problem-oriented policing to help solve problems that arise in the community, but the emphasis is on engaging and empowering the community to help "police" themselves.

Some authors have found community policing and problem-oriented policing too similar to be distinguished. According to a footnote written by Scott in *Problem-Oriented Policing: Reflections on the First 20 Years* (2000), at one time Goldstein aligned problem-oriented policing with community policing, but then changed his mind and regretted his attempt to merge the two approaches. Kappeler and Gaines (2005) make more than one note of the difference between community policing and problem-oriented policing, commenting that problem-oriented policing focuses on police accountability for solving problems with input from the community where warranted, whereas community policing focuses on constant community involvement in problem identification and solving. Scott (2000) compares the two by highlighting problem-oriented policing as a

department-wide, in-depth analysis of issues confronting the community, whereas community policing focuses on "beat" problem-solving and information-gathering. It is clear that the techniques of problem-oriented policing can be used under the umbrella of community policing. It is also clear that the two programs have separate underlying philosophies and strategies.

Problem-Based Learning

The concept of Problem Based Learning (PBL) is foundational for the Reno Model. It was first articulated by Howard Barrows in the late 1960s as an alternative teaching method for medical students, and the first PBL class was taught in 1972 by Barrows at McMaster Medical School (Barrows, 1996). PBL methodology focuses on problem solving within the context of the field in which the practice will take place. Fields where practical application of skills is essential, like medicine, recognized the value in a teaching method that allowed students to work with problems they were likely to encounter on the job after schooling was complete. The PBL innovations demonstrated in medical schools began to be published in teaching journals. Soon, PBL curricula filtered through other fields, like teacher education and business (Walker & Leary, 2009).

Barrows (1996) identified six characteristics that define PBL and distinguish it from other methods of teaching. As such, many of the meta-analyses conducted on PBL outcomes used these criteria for study inclusion. According to Barrows, PBL is characterized by: 1) student-centered learning, 2) learning occurring in small student cohorts, 3) instructors who are facilitators or guides in learning, 4) problems serving as the organizing focus and basis for learning, 5) problems being the vehicles for the

development of applied problem-solving skills, and 6) new information being derived through self-directed learning.

In *Police PBL: Blueprint for the 21ˢᵗ Century*, Cleveland and Saville (2007) outline how PBL is applied in the policing world. In their article, problem-based learning is defined as a learning-centered teaching model that uses problem solving as a vehicle for learning, for which trainees are given true-to-life problems they attempt to solve to generate learning opportunities. Trainees are driven toward self-directed learning by being encouraged to question, find information and solve the problem. PBL also encourages the trainee to develop learning cohorts in the community and, with other officers, to consider day-to-day situations more broadly so that the entire community benefits from the solution.

There are a number of documented outcomes where comparisons between classic models of teaching and the PBL method have been undertaken. Because PBL was first used in medical schools, many of the documented outcomes derive from studying medical students, although a few other studies have been conducted outside of the medical field.

Dochy, Segers, den Bossche and Gijbels (2003) conducted a meta-analysis on 43 studies, all of which came from medical schools. In order to be included in the analysis, the studies had to provide empirical evidence or the knowledge and/or skill outcomes from the core PBL model as articulated by Barrows. In their main effects analysis, these researchers found that the average effect size for knowledge gained through PBL was $d_w = -0.223$ and the average effect size for skills gained in PBL was $d_w = 0.460$. In other words, whereas students of PBL showed less knowledge acquisition than traditional

students, they were better able than traditional students to apply the knowledge (i.e., demonstrate skills) they gathered. The meta-analysis revealed that, when PBL students and traditional students applied knowledge side-by-side, the knowledge gap previously shown by PBL students disappeared. The study also found that PBL students retained more of the knowledge they learned than traditionally trained students.

Gijbels, Dochy, de Bossche, and Segers (2005) conducted a meta-analysis of the PBL literature to examine the PBL effect from the perspective of assessments. This approach was taken because many argue that the assessment of knowledge (i.e., testing) should match the environment in which the knowledge was gained (for more information, see Gijbels et al., 2003). Their criteria for inclusion were similar to Dochy et al.'s (2003) and included 40 analyzed studies. All of the studies examined in this meta-analysis except one (an economics class) were from medical schools. Gijbels et al. found that the effects of PBL were best determined by assessments that highlighted the understanding of concepts. They also found that their results were consistent with the conclusion that students' paths toward expertise were accelerated by PBL.

More recently, Walker and Leary (2009) conducted an extensive meta-analysis across many different fields concerning all levels of PBL analysis (problem types, implementation types, assessment levels). These researchers found that, across 201 outcomes from 82 studies conducted primarily outside the medical field, PBL exhibited a small effect over lecture-centered teaching, $d_w = 0.13$. Across disciplines, PBL showed the greatest effects in the areas of teacher education, $d_w = 0.64$, social sciences, $d_w = 0.30$, and an "other" category, $d_w = 0.48$, which included areas such as aviation, kinesiology, and textiles (p. 20). These authors found that PBL students engage in hypothesis-driven

reasoning as opposed to data-driven reasoning, reflecting the process of backward-driven reasoning (i.e., begin with the end goal and work back to the beginning state) that PBL encourages in students.

Barrows and Tamblyn (1976) found that PBL students showed greater competencies in problem-formation and self-study skills and demonstrated greater motivation in seeking clinical experience than students in the control group. In other words, students of PBL were more likely to be self-initiators in learning material inside and outside of class.

The police model of PBL emphasizes three main components that are essential to learning. First, ill-structured problems are the currency for learning (Community Oriented Policing Services, 2007). Ill-structured problems are characterized by their real-life context with no clear path to solution. The recruit will lack essential information needed to solve the problem. Therefore, the recruit must learn in the midst of the ill-structured problem by considering a variety of facts and issues that he/she must work through to conclusion. Second, the police model of PBL emphasizes a learning environment in which a recruit is able to "fail forward" (Community Oriented Policing Services, 2007; Geller & Swager, 1995; Maxwell, 2000). Failing forward means trainers allow recruits to make non-critical mistakes during their learning. Evaluation of the failure by the recruit and the trainer allows the recruit to decipher what to do and, perhaps more importantly, what not to do in more critical situations. Finally, the police model of PBL encourages trainees to develop learning cohorts within the community to help solve problems (Community Oriented Policing Services, 2007). This strategy is designed to have those most vested in a solution be part of generating the solution.

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In the opinion of those supporting the PTO model for police training, where the FTO model failed was in its skills-based training approach where, when a skill was adequately demonstrated, it was checked off a list. This style of training, they thought, perpetuated idiosyncratic methods of policing that are not always valuable and graduated trainees with little to no personal experience on the job who were now required to function as fully trained, competent police officers. The PTO model of post-academy field training was developed in response to a need to train officers in problem solving methods, give trainees first-hand experience in the field, and use the surrounding community as a resource for addressing community issues. The PTO model was designed such that the trainee is required to take a self-directed approach to learning and his/her motivation and desire to achieve is the major determinant of success or failure in the program. The PTO trainer's responsibility changes from a demonstrator in the FTO model to a coach and guide for the trainee to go to for advice (Community Oriented Policing Services, 2007).

As described by the developers (Cleveland & Saville, 2007; Community Oriented Policing Services, 2007), the program allows a single PTO to work with a trainee for 15 weeks, which includes four, 3-week phases, 2 weeks of evaluation and 1 week of acclimation. The acclimation period provides time when a new trainee enters a post-academy field training program to adjust to the day-to-day activities of the police officer before official training begins. For each of the four phases, emphasis is placed on each of four modes of policing: Non-emergency Response, Emergency Response, Patrol Activities, and Criminal Investigations. A mid-term evaluation occurs for one week after

the completion of the first two phases and the final evaluation is completed after the completion of the third and fourth phases.

Of the many activities PTO trainees engage in, two are of particular interest to the present research: Problem Based Learning Exercises (PBLEs) and daily journaling. PBLEs are completed once per phase and designed to develop a particular style of problem solving within the context of a typical policing situation. The focus of the exercise is on: a) learning to use a particular method of problem solving and b) attaining knowledge, including relevant laws, community resources, and community advocates. The emphasis of the PBLEs is on the *process* of learning as opposed to the *product* of learning.

Evaluation in the PTO program occurs often and at all levels. Self-evaluation is critical to success. The PTO program incorporates daily journaling for trainees to track progress within the training program. The journal can be used to describe incidents encountered, knowledge and skills learned during training, information to be incorporated into a PBLE, and any information that may prove useful for the trainee to keep. Journaling allows the trainee to self-evaluate and assess areas needing progress and areas in which he/she is excelling. The PTO is able to review the journal entries and to guide the trainee in areas that need extra attention.

Recruit Training at the Collierville Police Department

The present study took place at the Collierville Police Department. Collierville, TN, a suburb of Memphis, TN. It is approximately 24.6 square miles in size, has a population of about 40,000 residents, and a median household income of approximately $99,000 (Onboard Informatics, 2011). The Collierville Police Department employs

around 100 officers and trains approximately four recruits per year. The Department sends its new hires in need of basic academy training to either a 9-week program at the Tennessee Law Enforcement Training Academy in Donelson, TN or to a 12-week regional training program at the Memphis Police Academy in Memphis, TN. After academy training is complete, recruits return to the Collierville Police Department for a 15-week post-academy field training program.

The Collierville post-academy field training program was modeled after the San Jose model, discussed above. The FTO program is set up in four phases, with each phase lasting four weeks. One week is allotted for acclimation and one phase is allocated for the recruit to ride as a solo officer while being shadowed (in second patrol vehicle) by his/her FTO for evaluation. The recruit is assigned to a different training officer for each of the first three phases. The training officer who was present for the first phase returns to the recruit for the final shadowing phase of the training program.

For every day of the field training program, the training officer fills out a Daily Observation Report (DOR) detailing the recruit's progress. The DOR is comprised of 24 skills or categories of behaviors, and each behavior is rated from 1 to 7, with 7 being the best performance (see Table 1 for the 24 skills). Thus, by the end of training a recruit is rated on each of the 24 categories 70 times. The DOR also provides spaces for narrative descriptions of what the recruit did best that day and what he or she needs to improve on in the future.

Table 1

Collierville Police Department DOR Skills

DOR Categories
Knowledge of Criminal Statutes
Knowledge of Traffic and City Ordinances
Knowledge of Criminal Procedure
Knowledge of Department Policy and Procedure
Officer Safety
Investigative Skills
Interview Skills
Conflict Control: Physical Skills
Conflict Control: Verbal Skills
Problem Solving and Decision Making
Driving Skills
Self-Initiated Field Activity
Interaction with Citizens
Dependability: General
Performance: Stressful Conditions
Call Response Time
Orientation
Compatibility with Department Members
Communication Skills: General
Radio Communications
Written Communications
Receptiveness: General
General Appearance
General Use of Equipment

At the end of each training phase, the recruit is evaluated on his/her performance based on the information collected in the DORs and on the FTO's appraisal as to whether the recruit is prepared for the next phase of training. The recruit is either passed to the next phase or held back for a prescribed number of weeks before moving on to the next phase. If, at the end of the training program, the recruit is found to be sufficiently trained,

he/she is the allowed to begin working as a solo officer (all patrol officers in the department work as solo officers, i.e., one-officer per patrol vehicle). If, for any reason and at any point, the evaluation of the officer leads to the conclusion that he or she would not perform well on the job, the training program director has the discretion to release the recruit from the department.

Current Study

The purpose of the current study was to develop and pilot test alterations in the current FTO program at the Collierville Police Department such that specific elements of the Reno Model PTO Program are infused into the current San Jose Model FTO program. The goal was to determine if these elements result in a more productive training experience for the recruit. The department's cooperation with the program was garnered. To test the effectiveness of the PTO model without completely overhauling the Collierville Police Department's post-academy training program, portions of the PTO training program were added to the Department's current FTO training. For this initial study, recruits were asked to maintain a daily journal and complete one PBLE during each phase. Training officers were asked to monitor the completion of these activities and focus on guidance and coaching in training rather than merely modeling behavior.

Because only a few recruits are hired by the department in any year, a small sample size was expected in the research project, making the use of qualitative data more integral to finding changes that may have occurred during the implementation. Gathering data in these circumstances creates a situation in which the research should be treated like a case study. Many case studies rely almost solely on qualitative data because of the fine-grain detail it can provide in the absence of quantitative data and supporting sample sizes.

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Typically, case studies refer to choosing a particular subject, whether it is a person, a small group of people, an organization, or a country, to help describe a phenomenon, confirm or disconfirm a theory, or theoretical claim. Kaarbo and Beasley (1999) broadly describe the different purposes of case studies. The categories they use to define case studies are determined by the way the cases are chosen from a population of existing, similar and/or related cases. The current study is similar to a case study, except that the case being studied is created by the researcher rather than pre-existing. The same case study techniques, such as surveys, interviews, qualitative comparison, and theory testing, can still be used to help determine the degree to which the study provides information relevant to decisions whether to pursue further investigations. However, in the current study some quantitative data were also collected to help determine if any changes did occur.

Dochy et al. (2003) found in their meta-analysis a main effect of traditionally trained students having acquired more knowledge than PBL students. Their meta-analysis contained studies conducted in medical schools, where knowledge tests were separate from clinical/practical experience. Collierville's police trainees enter the field daily with an experienced training officer and are asked to engage in regular policing duties from early in their training. As this will be true for both the FTO training program and the PTO training program, we expect to see no differences in the amount of formal law enforcement knowledge acquired (measured by the posttest) between trainees exiting either training program. Thus, the following prediction was tested:

Prediction 1: There will be no difference between the Law Enforcement Mastery Test scores of trainees exiting the FTO training program and trainees exiting the PTO-enhanced training program.

Reaction data were collected from trainees and from FTOs following the implementation of the PTO-enhanced training program. The PTO-enhanced program allowed trainees to engage in a greater amount of self-initiated activity and learn more material at the trainee's pace and in a way that is chosen by the trainee (i.e., the trainees choose the manner in which they gather and, ultimately, learn new material) than they were able to in the FTO program. Therefore, we predict:

Prediction 2: Reaction data (obtained from interviews and surveys) from trainees and FTOs completing the PTO-enhanced program will be more positive than reaction data from trainees and FTOs completing the FTO program.

Method

Participants

Participant in the department's standard FTO training program one officer who completed the training program in October 2009. Participants in the PTO-enhanced program were four newly hired officers for the Collierville Police Department. Because none had previous police training experience, all were sent to the Memphis Police Academy, two in October 2010 (participants in Iteration I) and two in March 2011 (participants in Iteration II). Seven training officers (FTOs) at the Collierville Police Department participated in the pilot implementation. All training officers signed a consent form indicating they consented to the release of information under terms of confidentiality.

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Instruments

      Law Enforcement Mastery Test. With the assistance of subject-matter experts both

within and outside of the Collierville Police Department, the researcher developed a Law

Enforcement Mastery Test (see Appendix A). It is in a multiple-choice format and

includes content covering such topics as: constitutional law, civil rights, liability, police

procedures, and officer safety. Questions are formatted as follows:

1. An officer behaving in a reasonable manner that is based on a reasonable level of
   training and possession of skills would be defined as
   A.   probable cause.
   B.   good faith.
   C.   reasonably intentioned.
   D.   qualified immunity.

The test also contains questions concerning the ordinances, policies, and procedures

specific to the City of Collierville, TN. For example:

2. According to City Ordinance 72.28 it is unlawful to park a vehicle in which area?
   A.   On a sidewalk
   B.   In front of a public or private driveway
   C.   Upon any bridge
   D.   All of the above are unlawful

      FTO-PTO Perception Survey. An online survey, called the FTO-PTO Perceptions

survey, was created and distributed to FTOs and the two recruits who completed the

modified training program during Iteration II. Two versions of the survey were created:

one version was given to FTOs (V_{FTO}) and a second version was given to trainees

following completion of the training program (V_T).

      The FTO-PTO Perceptions Survey is modeled after a survey administered to

FTOs and trainees in approximately February of 2009. The survey was conducted as part

of an evaluation of the Collierville Police Department's post-academy field training

program. The FTO-PTO Perceptions Survey assesses attitudes toward the program, such

as general affect toward the PTO training program, perceptions of effectiveness of the

PTO-enhanced program, affect toward the PTO-enhanced program when compared to the

FTO program, when applicable, and perceptions of how the PTO-enhanced program will

influence the department as a whole. The survey includes the FTO's impressions about

the value of the enhancements produced by the PTO program as compared with their

experiences under the old FTO program (see Appendix B).

Procedure

The current research took place over a two-year duration, and there were several

stages involved in the procedure. For clarification purposes, Table 2 presents the time

frame for each.

Table 2

Start Dates of the Main Activities in the Project

Project Activity	Start Date
Initial FTO Training	March 2010
Iteration 1	Begins December 2010
Midway Interviews	February 2010
Creating PBLE	April 2011
Retraining	April 2011
Iteration 2	Begins August 2011
Midway Interviews	October 2011
FTO-PTO Perception Survey	December 2011
Trainee Focus Group	February 2012
FTO Focus group	February 2012
Training Director Interview	February 2012

Initial FTO Training. In March 2010, 10 FTOs attended an 8-hour training course covering results from a survey conducted during an evaluation of the CPDs training program in January 2009, the Reno Model of Police training, and hands-on activities related to the Reno Model. This was the officers' first introduction to the Reno Model and the modifications that would be implemented into the training program. A list of the topics covered during the training course can be found in Appendix C.

Iteration I. In December 2010, two trainees were exposed to two of the two additions to the FTO program: journaling and PBLEs. The two trainees were asked to keep a daily journal throughout their post-academy field training describing what was accomplished during that particular day. Trainees were asked to complete PBLEs as they were assigned by their FTOs.

Mid-way Interviews for Iteration I. In February 2011, two FTOs were interviewed concerning their experiences with the modifications to the FTO program, including their reactions to the implementation along with information about how the program was implemented.

Creating PBLEs. In the fall semester of 2009, a graduate class from the University of Memphis conducted a job analysis on patrol officers working for the CPD. Items in the job analysis reflected what patrol officers were accountable for accomplishing on the job, outcomes that would be seen if the accountabilities were accomplished, what critical behaviors (performance factors) were necessary to achieve the results, and what knowledge, skills, and abilities (KSAs) would be needed to exhibit the behaviors. In the spring semester of 2011, this job analysis was divided into the four modes of policing as identified by the Reno Model of Police Training: patrol activities,

non-emergency incident response, emergency incident response, and criminal investigation. For each outcome described in the job analysis, the researcher determined what mode of policing the outcome might fall under. For example, for the outcome "Create visibility," it was determined that this most appropriately fell under the patrol activities mode of policing. Some outcomes were likely to be seen in more than one mode of policing (e.g., the accountability "Vehicle crashes investigated" could be either a non-emergency response incident or an emergency response incident depending on the circumstance). If this were the case, the outcome was placed under both modes.

After the job analysis was divided into modes, 11 subject matter experts (SMEs) were identified who would offer a variety of opinions concerning what aspects of the patrol officer's job were not adequately covered during the post-academy field training program at the CPD, These SMEs included 3 officers who had been out of training 2 years or less, 7 officers who currently work as training officers, and the training supervisor. They were given instructions to identify items at any level (accountability, outcome, or KSAs) they felt were either not adequately covered during training or needed to be covered more fully in training. Items were summed to determine level of agreement among all officers. Degree of agreement was measured as the number of officers who marked a given item as needing to be addressed more fully in training, and the agreement of 4 officers was used as the criterion for indicating that more training was necessary.

Because some items were duplicated in the modes of the job analysis presented, there were items in the agreement list that were duplicates. Each duplicate item was reviewed in terms of where it fell in the modes list to ensure that duplicate items did not reflect different attributes due to the different modes. If it was the case that the duplicate

items were determined to be duplicated due to placement in modes or outcomes (e.g.,

public speaking skills needed for presenting at functions is different from public speaking

skills needed to campaign and inform of public laws), the duplicate was kept with the

outcome under which it fell in parentheses next to it). If duplicates were not determined

to be materially different, then the duplicates were deleted, leaving only one instance of

agreement (e.g., "ability to interact with diverse groups of people" was duplicated 5

times). As the ability did not change from outcome to outcome, only one item was kept).

The results from the training needs assessment were distributed to the training

officers and the training supervisor. Training officers were asked by the researcher to

submit scenarios that they felt might be of use to trainees. They were asked that the

scenarios be from reports within the department, a situation they encountered in the past,

a situation encountered by someone they knew, or from their imagination. The only

stipulations were that they be specific to the department in terms of content (e.g., using

street names from Collierville, TN in the scenarios) and submitted in writing.

Thirteen scenarios were received from three different training officers; topics

ranged from traffic stops to physical disturbance calls. The scenarios were modified by

the researcher following certain guidelines (see Appendix D). Modified scenarios were

redistributed to the training director to review. The training director was asked for

feedback concerning the applicability to the department, their relevance to training, the

perception of the scenarios addressing the training needs that were previously identified,

and the usability of the guidelines.

FTO Retraining. In April 2011, upon request from the training officers, a

retraining program was held to specifically cover how to implement the two additions to

the training program along with other material that was uncovered by the researcher (see Appendix E).

Iteration II. In August 2011, 2 trainees entered the PTO-enhanced program. Trainees were asked to complete a daily journal detailing such information as: what occurred during their shift that day and anything specific material that they learned. Trainees were also required to complete PBLEs as they were assigned by their FTO.

Mid-way Interviews for Iteration II. In October of 2011 three FTOs were interviewed to determine if the changes made to their FTO program were effective and if any other resources were needed.

Law Enforcement Mastery Test. The officer who completed the FTO program prior to Iteration I was administered the Law Enforcement Mastery test approximately 15 days after program completion prior to beginning his midnight shift. The two officers who completed the modified training program in Iteration II were administered the Law Enforcement Mastery Test prior to their midnight shift approximately 2 months after completing the training program.

FTO-PTO Perception Surveys. In December 2011 the FTO-PTO Perceptions surveys were administered, with six FTOs completing V_{FTO} and two trainees completing V_T. Surveys were administered using the online Qualtrics Survey system (www.qualtrics.com). Each of the surveys had a modified version of the consent form found in Appendix F, and respondents were asked to indicate acceptance of informed consent with an "X" in the space provided. This step ensured understanding of the informed consent and anonymity. When the surveys were published on the survey site, each survey was assigned a unique link by the site. The links were sent via email to the

CPDs training coordinator. The training coordinator showed each of the FTOs and

trainees how to log onto the site and fill out the survey. The results were analyzed by

percentage of participants who signified a certain response. The survey responses were

also compared to the results from the 2009 surveys. Due to a technical error, the

participants were limited to one answer on the 2 to 3 statements for which they were

asked to mark more than one response rather than being able to choose the number

indicated. These data were eventually gathered during the final focus groups held with

the FTOs and the Trainees.

Trainee Focus Group. A focus group was organized for the two trainees and

conducted by the researcher in February 2012. The researcher drafted questions based on

the information they provided in the FTO-PTO reaction survey (see Appendix G).

FTO Focus Groups. Two separate focus groups were organized for FTOs, such

that three FTOs attended one session and the remaining three attended a second session.

The sessions were held two days apart and both were conducted by the researcher. The

researcher drafted core questions based on the information they provided in the FTO-

PTO reaction survey (see Appendix H).

Training Director Interview. Following the final FTO and Trainee focus groups,

the researcher sat down with the training director for a final review of the training

program to obtain his input and suggestions about what might be done in the future.

<div align="center">Results</div>

Prediction 1

A comparison of the scores on the posttests of the two groups found in Table 3

indicated that the trainee exiting the FTO training program performed better (i.e.,

answered more questions correctly) than both officers who completed the modified

training program in the categories of Federal Law, Constitutional Law, Law Application

and Collierville Law, Policy and Procedure. The two officers exiting the PTO-enhanced

program performed better in Officer Safety questions than the officer exiting the FTO

program. Thus, the available evidence does not support Prediction 1.

Table 3
Results of Law Enforcement Mastery Tests

Question Category	FTO	PTO
	n = 1	*n = 2*
Constitutional Law	70%	44%
Collierville Law, Policy and Procedure	90%	72%
Federal Law	67%	50%
Application of the Law	83%	58%
Officer Safety	73%	83%
Law Enforcement Mastery Test Total	82%	65%

Note: FTO = training program structure before implementation,
PTO = training program structure after implementation. All percentages indicate
percentage of correct responses. Responses for PTO are the average of the 2
participants.

Prediction 2

FTO survey. The respondents had been FTOs for an average of 5.5 years and had

trained an average of nearly 14 police officers in that time period. On average, the FTOs

were satisfied with the modifications that were made to the training program ($M = 2.0$,

$SD = .82$). Three of the officers liked the addition of the journals because it gave insight

into how the trainee feels about training and their current FTO. Two of the officers

commented that the addition of PBLEs encouraged the trainee to think about the

variables and potential solutions to a problem as well as allow the trainee to "encounter"

situations he/she would not normally encounter during field training. FTOs felt that the

PBLEs would be more beneficial if they were more job-related and if they were live-action simulations versus written simulations. One officer commented that the journal was not an honest portrayal of the trainee's feelings due to the FTO's reading it. Two officers felt that more hands-on training and role-playing would be beneficial to trainees. One officer felt that FTOs on different shifts would benefit trainees.

When asked which DOR categories they felt most comfortable developing in a trainee, 83% marked Self-Initiated Field Activity, 66% said Officer Safety and Conflict Control: Verbal Skill, and 50% said Interview Skills. This is different from the responses to the 2009 survey in which 80% of officers cited Officer Safety as being most comfortable to develop, followed by 60% citing Knowledge of Traffic/City Ordinances and 50% citing Self-Initiated Field Activity and Written Communication. When asked which DOR categories they felt least comfortable developing in a recruit, 83% said Conflict Control: Physical Skill, 66% said Performance: Stressful Conditions, and 50% said Communication Skills: General and Knowledge of Criminal Statutes. These results are similar to the 2009 survey in which 60% of FTOs stated that they felt least comfortable developing Conflict Control: Physical skill and 50% said Knowledge of Criminal Statutes. A majority of the officers were satisfied with the implementation of the modifications ($M = 2.0$, $SD = .82$), felt the modifications were useful to supporting the training of new officers ($M = 2.5$, $SD = .58$), and all said that the modifications should be retained in the future. When compared with the survey conducted before the PTO-enhanced program was implemented, responses are generally similar in terms of satisfaction with the program overall.

Trainee Survey. The two trainees reported that they enjoyed the feeling that training began on the first day, and they liked having different FTOs during the program to learn from. Trainees reported they did not like having days when an FTO was not on shift and found having multiple FTOs contradicting. Both trainees reported feeling most confident about making safe traffic stops following the completion of the training program and feeling least confident in handling verbal confrontation and complex calls and reports. The trainees reported that training by the FTOs was effective in knowledge of the law, very effective in standard operating procedures, effective in knowledge of law enforcement techniques, and effective in interpersonal skills.

These results are similar to the responses to the 2009 survey except for training in interpersonal skills, for which ratings improved from the 2009 survey to the 2012 survey. Trainees felt that the DORs were valuable in developing them as officers and that the FTOs were effective in evaluating them. The mean rating for the effectiveness of FTO ratings increased between the 2009 and the 2012 surveys. When asked which DOR Categories they felt most confident in performing following field training, both trainees marked Driving Skills, Self-Initiated Field Activity and General Use of Equipment. In contrast, 83% respondents to the 2009 survey stated being most confident in Officer Safety. When asked which DOR categories they felt least confident in performing, both trainees marked Knowledge of Criminal Procedures, Investigative Skills and Performance: Stressful Conditions. In the 2009 survey, 75% stated that they were least confident in Knowledge of Department Policies and Procedures. When asked what topics they did not receive enough practice in, both trainees marked Performance: Stressful

Conditions. In 2009, 75% of respondents stated Physical Skills and 50% stated

Investigative Skills as being in need of more practice during training.

Trainees felt that journals and PBLEs were both somewhat valuable ($M = 3.0$ for

both items). When asked to suggest changes to the training program, the trainees

suggested that more scenario training be added concerning identifying DUIs and that

there should be more standardization in the ratings of some of the categories across

officers. Trainees reported that detailed DORs and self-initiated field activity ratings

should be maintained while more emphasis on orientation, knowledge of criminal

procedures, officer safety, and problem solving and decision making should be added.

Both trainees reported being very satisfied with their field training experience. When

compared with the survey conducted before the PTO-enhanced program was

implemented, responses were generally more favorable in terms of satisfaction with the

program overall, lending partial support for Prediction 2.

Other Results

Implementation. The journal was consistently used throughout the intervention.

Each trainee was expected to complete one entry for each shift from the beginning of the

field training program until the end of the field training program. Although the journals

were completed as intended, they were not read as often by the FTOs as was originally

intended. FTOs were instructed during training to read the trainee journals each day, but

most FTOs reported reading journal entries once per week. By the end of the

implementation period, the training director, at the behest of the FTOs, was the only

officer reading trainee journals. If the training director identified any issue with the

trainee, he would relay the information to the FTO so the FTO could address the problem in training.

Overall, reactions by the trainees, FTOS and the training director were positive. When trainees were asked how the journals were useful to their training, they stated that the journal allowed them to look back and see how each day offered a different experience and how calls affected their feelings and what they learned. They commented that the journal provided motivation in that they were able to review their entries and see progress and understand where they needed to improve. The trainees also said the journal helped them differentiate each FTO's teaching style. When asked what was not useful about the journal, the trainees stated that it was difficult to keep up with the entries because of the many demands on their time, both personal and professional. One stated that, while he eventually had a system for completing it, at times, when he got behind in filling out the journal, he would review his DORs to help him remember what happened.

During the mid-way interviews for Iteration I, the FTOs detailed that the journal was being read approximately once per week and contained information about the trainee's daily activities along with positive and negative training experiences. When asked if reading the journal more often would be advised, they concluded that it would not be helpful because no new information could be garnered if the journal was read more often. The officers also noted during the interview that they were uncomfortable with the level of emotion occasionally expressed in the journals. During the mid-way interview for Iteration II, the FTOs agreed that the journal was a good addition to the program because it allowed them to see training from the perspective of the trainee. One officer noted that when he informed a trainee he would be reading the journal, the trainee

was surprised. When asked whether the journal has been useful in identifying issues, the FTOs detailed an incident in which the journal, along with other evidence assembled during training, gave them the proper evidence to remove a trainee from training. Others commented that they used the journal as a comparison with the DOR to reconcile the trainee's view of a particular day with the FTO's view of events.

The training director noted that the journals, along with the PBLEs, were a valuable addition to the training program because they helped increase involvement in the learning process by the trainees, increase ownership of the trainees in the training program and increase focus on critical thinking skills. When the training director was asked about reading the trainee journals exclusively, he stated that he believed that the trainees were being more thoughtful and reflective in their journals. With the FTOs reading, he believed that the trainees censored their feelings so as not to bias the FTO's opinion of them. The training director said that if he concludes that an issue is present, he relays the information to the FTO who addresses it in training. When asked if having only the training director read the journals might hinder training, he said he thought it might, but did not provide a specific reason.

The PBLEs were only partially implemented as intended. During each iteration, trainees only received one PBLE throughout the duration of the field training program duration and only one FTO administered all PBLEs. The FTO who administered the PBLEs did use the PBLEs that were created by the FTOs at the CPD. At one point during the intervention, the training director indicated that he intended the trainees to complete one PBLE per week for the duration of phases 2 and Phase 3; however this plan was not followed.

Reactions to the PBLEs were favorable, overall. When asked how the PBLEs were useful to their training, the trainees said that it offered them the chance to look at a situation and consider the many different ways in which it could be handled or resolved. When asked what was not useful about the PBLEs, the trainees stated that the multitude of possible outcomes made it confusing to solve. Each trainee was exposed to only one PBLE during training and, while they admitted more could have helped, they stated that the outcome would have likely been the same because of the nature of the PBLE. They commented that they could have had done more if the FTOs had them printed out for them rather than the FTO having to access it themselves.

During the mid-way interview for Iteration I, the FTOs revealed that only one FTO had administered a PBLE. However, during the interview, the FTOs saw additional scenario training as a good tool to address pieces that are lacking in the program. During the mid-way interview for Iteration II, it was confirmed that only one FTO (not present in the focus group) had administered a PBLE. The FTOs said that the PBLEs were not difficult for the trainees because they are "text-book smart" and gains in training come more from scenarios depicting stressful situations. The FTOs were asked what the trainees' attitudes were towards the journals and PBLEs. The FTOs commented that they believed the trainees to be receptive to the exercises and appreciative that the FTOs took time to cover material with them and provide performance feedback to them. When asked in what ways the PBLE was not job related during the final FTO focus groups, a number of officers commented that because the trainee is given a week to respond, the exercise does not meet the need of an officer who must determine how they will respond to a situation in the moment. Another officer also commented that looking at the social issues

presented by individuals involved in the scenario (i.e., considering ethnicity or socioeconomic status as part of the PBLE) is not related to the job because those issues don't matter for the officer, who must apply the law to the situation despite social or cultural factors.

Several of the officers stated that they regularly give the trainees scenarios verbally while riding in the patrol car to which they must respond to. The one officer who had given a PBLE to a trainee commented that, while he was skeptical of the exercise at first, he came to see it as a good learning experience for the trainee because they were allowed to explore the many possibilities in a single scenario with which they might be presented.

Generational Differences. From the beginning of the implementation, one of the main focuses of the of the FTOs and the training director was gaining insight into the differences they saw in trainees between the approximate ages of 21 and 25 who entered the training program and learning skills for navigating the differences. For instance, during the mid-way interview for Iteration II, a conversation began about the common attributes of trainees who were recently in the training program. The FTOs listed attributes such as immaturity, arrogance, an overly relaxed attitude and a need for justification for actions. When asked how they currently try to overcome these attributes, the FTOs cited lecturing recruits to "not be a statistic" and having trainees answer their own questions as techniques. The FTOs cited that when trainees are sent the Memphis Police Academy, paramilitary structure is not enforced and the recruits are likely told that "you don't have to worry about" more serious incidents occurring because the location of the department they are entering.

When asked if trainees are told what to expect at CPD, the FTOs stated that trainees are provided with an overview of the FTO training book, jail operations and dispatch operations before going into the academy. However, this usually does not take much time and there is not much left for the trainee to do. The FTOs said that when they entered the department, they went through a more intense orientation that lasted for up to two weeks and covered many aspects of the department, such as paperwork and basic operations. It was concluded that a new hire orientation of some type would be a useful tool to teach trainees useful information before they went to the academy. During the final focus groups, a list of topics that could be included in the CPD's "new hire orientation" was compiled by trainees, FTOs, and the training director. The list was given to the training director; the way in which the list of topics was covered for new hires to the CPD was to be decided by the training director.

Communication. During the implementation, communication between the FTOs and the training director and within the FTOs was seen to improve. During the mid-way interviews for Iteration I, comments given by the training officers implied that a communication deficit existed between the training officers and the training supervisor concerning the implementation. However, by the mid-way interview for Iteration II, the FTOs commented that communication among the group was improving. They noted that meetings between the training director, the FTOs involved in the trainee's training, and the trainee were occurring at phase transitions and were effective in identifying training issues and relaying the information to the trainee. The FTOs also said that they were being more proactive and open about the progress, strengths and weaknesses of the trainees during training. One FTO commented that, while he may not know the name of

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the trainees due to his limited exposure time to them, he knows their strengths and weaknesses before they get into his squad car. In the end, when asked to describe the changes that have occurred in the training program during the implementation period, the training director commented that the communication during the transition between phases had improved.

Live-Action Scenarios/Role-Plays. The FTOs and the training director saw great potential for the more regular use of live-action scenarios and role-plays undertaken with the trainees. However, no structure had been devised to make role-plays a larger part of the training program. Thus, FTOs were left to giving verbal scenarios to the trainees in the squad car to which trainees were asked to respond. In the FTO-PTO perception survey, many of the FTOs commented that instituting more live-action scenarios was needed, but no suggestions as to what topics to cover in the scenarios were provided. In the trainees' responses to the surveys, a number of topics were suggested for training, including DUI and narcotics traffic stops and complex calls. Therefore, during the final focus group with the trainees, a question was asked to determine what topics should be covered in the live-action scenarios; during the final focus group with the FTOs and the final interview with the training director, the officers were asked how more live-action scenarios and role-plays could be incorporated into the training program.

When the trainees were asked what topics needed to be covered more fully in scenarios and PBLEs, the consensus was that it would have been useful for the scenarios to cover situations and topics that they would encounter often during the midnight shifts, such as controlling domestic situations and identifying DUIs. One trainee said that

spending a midnight shift engaging in scenarios around DUI offenses and domestic situations would be helpful in training.

When the FTOs were asked how more live-action scenarios or role plays might be incorporated into the training program without disrupting normal operations, three ideas emerged. One idea was to schedule training days once per phase for the trainees and the FTOs to complete a set of scenarios relating to a similar topic. For instance, if the training day was to focus on traffic stops, they would begin with scenarios of common traffic stops and continue creating more complex scenarios as the day progressed. This would need to be done on a shift when there were enough officers to effectively police. The second idea was for the FTOs, while on duty, to take the trainees to a parking lot and run through scenarios on a given topic. This method could have the unintended effects of giving one trainee more training opportunities than another depending on various factors and the possibility that the FTOs would be required to be called into service in the middle of their training exercise. The third possibility was to have online video scenarios with questions that the trainee was required to answer. The scenarios could be more difficult as the trainee progressed and could be timed or untimed. The supervisor and/or the FTO would be able to log in and assess a trainee's progress through the scenarios. When the training director was asked how more live-action scenarios could be implemented into the program, he suggested that 15 minutes of the 8.25 hour shift be set aside for role play approximately 3 times per week. The FTOs could develop scenario scripts and submit them to the training director. The FTOs would be provided with any number of scenarios during a given week and told to cover them within the week at their discretion.

In summary, no support was found for Prediction 1 that no differences would be seen between trainees exiting the FTO program and individuals exiting the modified program. Partial support was found for Prediction 2 that reactions of FTOs and trainees would be more positive to the modified program than to the FTO program. Positive changes were seen in the communication between the FTOs and the training director as well as between the FTOs themselves. One of the most pressing issues faced by the FTOs is navigating the challenges they often face when training individuals of the Millennial generation; one avenue to cope with these challenges is to provide the new trainees information to help integrate them into the department. Finally, some suggestions were given as to how to increase the number of live-action scenarios are administered to trainees as well as topics that should be covered in the scenarios.

Discussion

Although the current study used a case study approach to document changes during the implementation, many important findings were taken from the extensive qualitative data that was gathered. Prediction 1 stated that there would be no differences on the Law Enforcement Mastery Test between trainees exiting the FTO training program and trainees exiting the PTO-enhanced program; this prediction was not supported. The most likely cause for the lack of support was the time that lapsed between the end of the training program and test administration across the two groups. The officer who exited the FTO program was administered the test approximately 15 days after the completion of the training program whereas the officers who exited the PTO-enhanced program were administered the test approximately 2 months after the completion of their training program. Previous studies have shown that retention of learned information decreases

over time (e.g., Bahrick, 1984). The test results provide no indication that scores would have been similar were it not for the differences in lapsed time. One finding of note is that the officers who exited the PTO enhanced program scored higher on items relating to officer safety. Although this provides some support for other findings that on-the-job training is beneficial to learning (Klink & Streumer, 2002), the fact that the questions written by a police training expert not affiliated with the department were answered correctly lends credence to the thought that learning did occur in the program.

Prediction 2 stated that reactions from FTOs and from trainees would be more positive towards the PTO-enhanced program than towards the FTO training program; the survey evidence and evidence from the follow up focus groups partially supports this prediction. It was found that trainees had more positive responses to the program overall than the FTOs. The FTO response to the PTO-enhanced program showed little variation from the reactions to the FTO-training program. One possible reason for the lack of change in the attitudes between the two programs is the FTOs' exposure to the purpose behind the modifications. Many were skeptical of the introduction of the daily journal and the PBLE and, even at the completion of the initial implementation, have yet to come to the conclusion that the inclusions are helpful to training.

With the information that was gathered, it is clear that the implementation of the journal to the CPD field training program was valuable. Although the trainees rated the journals as being only somewhat useful, both indicated that the journals assisted them in many respects, such as sifting through the different training styles of each FTO, reviewing their progress in training, recalling DOR categories that needed more attention and discovering the changes that are possible with a slight variation in a particular

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situation. This gives credence to the idea that people's reactions to training are not sufficient to judge learning or, ultimately, results (Kirkpatrick, 1976). Not only that, but the journals were used to identify issues within the training program that had previously only had circumstantial and hear-say evidence. For instance, the journal, along with other evidence, was used to remove a trainee from the training program.

There are many findings related to the journal, in particular, which have implications for departments that might implement similar enhancements in their training programs. In its initial application, the journals were read only about once per week by the FTOs and trainees were only writing what had occurred during the particular shift. By the end of the implementation, the training director was reading the journals exclusively and the trainees were expressing their feelings concerning training. This highlights one premise of the Reno Model, which is that each department must modify the program to fit its specific needs. By altering who reads the journal, the training director felt that the trainees were more open about their feelings towards the FTOs and training because there was less fear of reprisal from their FTO. Having only the training director read the journals also helps increase communication between the him and the FTOs because the director is now responsible for informing the FTO about any issues he sees in the journals. This process also gives the training director more information to make more accurate hiring and firing decisions. In one particular instance, the journal was used in conjunction with evidence from DORs and from FTOs to release a trainee from the department.

The evidence showing the value of the PBLEs was less, but the early returns of the exercise are promising. The PBLEs were not implemented as consistently as the

journals, with the trainees completing only one during the entire training program versus the PTO program-prescribed one PBLE per phase. There are many possible reasons why the PBLEs were not implemented consistently. First, if the PBLEs had been readily available (e.g., printed out and placed in the FTO manual in which all DORs are collected) it is probable that more would have been completed by trainees. Second, there was confusion about how the trainees were to complete the PBLEs. A third reason for the limited implementation is the FTOs' perception of what a scenario is and what a scenario is not. It was discovered that the FTOs viewed the PBLEs as not being job relevant. Many of the FTOs felt that a scenario should have psychological fidelity to what occurs on the job, and because the PBLEs were scenarios where trainees were given a week to complete the exercise, they were not representative of the job.

While there was limited implementation of the PBLEs, an interesting finding is that one FTO who did administer the PBLEs to both trainees came to understand the PBLE as a good tool for learning and exploring the domain of policing. It would be reasonable to assume that if the other FTOs had administered the PBLEs, they too would have come to a similar conclusion. The trainees found the PBLEs to be useful because it allowed them to explore a variety of possibilities that a single event might provide, letting them learn more about the legal and social implications of small alterations to the event. Not only that, most of the FTOs agreed that including more scenarios and role-playing exercises into training would be beneficial to the trainees.

A plethora of information was collected during the implementation, and through it many interested findings were discovered, some that are likely to have implications for other departments that have aspirations for implementing portions of the Reno Model.

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While some effects from the implementation of the journals and PBLEs were seen, there were also outcomes seen that were not intended. For instance, the CPD FTOs perceived the communication with the training director and among themselves to improve over the course of the implementation. The implementation highlighted some of the weaknesses within the training program and forced those involved to address them. FTOs revealed that, in the past, their opinions about the trainees were sometimes irrelevant to those who had the power to hire and fire within the realm of training. This perception translated into a lack of communication and interest in training outcomes on the part of the FTOs.

During the early part of the implementation, some evidence of this problem was still apparent. For instance, there was very little communication between the training director and the FTOs about trainee progress in training, e.g., one of the trainees involved in Iteration I displayed the same ill-advised behavior to three different FTOs, and none of them were aware of the other instances until the issue was discussed in the April 2011 retraining. At the end of the implementation, the FTOs felt that their opinions were more valuable to the training director. By improving the communication channel between the training director and the FTOs, the FTOs felt more appreciated and began to have a greater interest in the outcomes of the trainees. Research has shown that higher perceived organizational support (two antecedents to which are supervisor support and working conditions) can lead to higher job performance (Rhoads & Eisenberger, 2002), and this example is no different. Here we see that as the organizational environment was improved, the FTOs felt more valued by the organization, leading to a more vested interest by the FTOs in organizational outcomes.

Throughout the implementation, the FTOs and the training director pointed to problems they associated with differences between themselves and the individuals who were entering the training program. Namely, they found that trainees regularly questioned why certain things were done and trainees needed constant guidance during training. In the end, the researcher suggested two alterations to assist the trainees and FTOs in adjusting to the situation. The first suggestion was to design a list of topics that could be covered with the trainees after they are hired and before they begin academy training. Research has found that using collective, formal, fixed socialization tactics like new hire orientation to transition new hires into a job can lead to higher job performance (Saks, Uggerslev, & Fassina, 2007). Other studies have found that younger individuals are more likely than older adults to use covert socialization strategies, leading to negative outcomes in socialization (Finkelstein, Kulas, & Dages, 2003). By providing important information to the trainees, they can be more prepared once they enter the CPD training program and understand what is expected of them.

The second suggestion was for the training director and the FTOs to determine a set of protocols for identifying individuals who would not be suited for training and how to proceed during training if they are not meeting standards. In this way, the FTOs and the training director become aware of behaviors that alert them to someone who might fail and progress through a standard procedure to address the failing individual. If the FTOs and training director come to a decisions point, they know they have exhausted all available resources and are able to make the decision to release the trainee, if necessary.

Limitations and Future Directions

Although the study findings are of interest to the police training community, there are limitations to the study that was conducted. First, the study follows the model of a case study within a single department and very few participants, which makes the findings not generalizable to other departments. The implementation of the changes was a pilot test to determine a) if there were any tangible and/or intangible benefits to the CPD and b) if the changes implemented were sustainable in the CPD's training program. In these efforts, the study was meant to be an initial, qualitative evaluation, leading to a study that is generally not able to be replicated.

Second, little information was collected from the traditional FTO training program because of the hiring practices of the CPD and the swift adoption of the changes. The entire training process, from hiring to full officer, for an individual with no police experience spans approximately 8 months. The CPD at this point in time hires approximately 4 officers throughout the year. As such, at any given time, there are approximately 2 trainees in the training program. When the changes were first presented to the FTOs, there were two trainees nearing the end of their academy training. Changes were implemented with these trainees, although no measures were taken from them. Thus, there was very little in the way of a control where the PTO enhanced program could be properly compared to the FTO training program.

Third, the implementation was lengthy. It is possible that some of the changes seen during the implementation time were from the training organization maturing versus an impact from the implementation process. For example, Marks and Sun (2007) investigated the changes in police departments due to the events of September 11, 2001.

The research highlights the idea that, due to a single event, the organization was required to change in order to appropriately respond. The events that trigger organizational maturity do not need to be a severe as those of 9/11. It is possible for organizational maturity to occur in response to a change in law or a change in department procedure. The idea that organizations can mature over time due to events that lead to organizational learning is a confound to the current research because it is possible that over the long implementation, some event that affected the department cause the organization to change and, thus, influenced outcomes.

Fourth, all of the information collected came from officers directly involved in officer training; no information was collected from the command staff or from other officers in the department. Training programs play an integral role in helping to determine how an officer will behave on the job and his/her capability to perform on the job, which means that all members of the department, and particularly those with whom the future officer will work, have a vested interest. Gathering feedback from those in command could give a researcher a more complete picture of what the perception is of the training program in general and how any changes may affect training outcomes. Command staff would also provide a picture of the political environment of the department and give an indication as to why some positions toward changes in training are taken.

Moving forward, the CPD plans to continue with the journal and the PBLEs during the field training program. The training director and the FTOs see merit in continuing their administration and, as this study found, the trainees also feel that they are valuable training tools. The training director plans to continue testing the practice of him

being the only reader of the journals and disseminating the information to the FTOs as needed. The training director also plans to work on more consistent implementation of the PBLEs.

For future research in the area, evidence of performance differences in trainees exiting the two training programs would provide support for the research concerning problem-based learning and its outcomes. Up to this point, much of the research conducted on problem-based learning has centered on findings in medical schools. Although there has been some data collected from other arenas, very little of it has provided more than testing evidence of the differences. By gaining evidence of performance differences on the job via in-car video, researchers would be able to see the true outcomes of training verses reviewing differences at the end of training but before true performance begins. Performance information could also be gained in the form of performance review scores and interviews with officers within the department about individuals exiting the training program after a period of working as a full-time officer. An important thing to consider when using performance review scores as performance measures is that scores differ with the intention of the review (Murphy, Cleveland, Skattebo, & Kinney, 2004), therefore, understanding what the performance review is ultimately intended for can help a researcher determine whether or not this would be an accurate measure.

An experimental comparison of the FTO program and a PTO-enhanced program should be done to see if there are significant differences between individuals who exit the two programs. This type of study would provide solid evidence that a program based on adult learning principles produces superior results when compared to a program that was

based on little scientific evidence. In order to produce change in the police training community and improve the quality of the officers who are working on our nation's streets, more rigorous empirical studies should be undertaken concerning police training so that policing agencies choose the best possible option.

The current study details the events of implantation within a single, specific police department context. For researchers, consultants, or departments looking to make similar changes, there are actions that could be taken to improve engagement within the training ranks and ensure implementation success. For instance, implementing changes to a department with a higher hire rate would be important. Because this particular department hired officers on an as-needed basis and had a set number of FTOs, they were able to have trainees within the FTO program at any time, i.e., the department context did not require them to have a set training schedule for the year. This "on-going training" mentality made for blurry lines between when the previous FTO structure ended and where the modifications were implemented. Not only this, but because the number of trainees in each training "class" were so few, it made determining differences between the trainees difficult. In future research, choosing a department with a set training schedule for each year and a large number of new officers can help ensure that there is a clear delineation where the previous program structure ends and the revised program structure begins.

Within the current study, we found that there was limited implementation of the PBLEs. In the future, there are a number of things that could be done to improve the level of implementation. The first step is to clearly define for all FTOs and the training director the purpose of the PBLE and, specifically, how they differ from what is traditionally

thought of as a scenario. Clear definition would help to clear up any misconceptions about what the PBLE's function is within the program. In training sessions, it would also be important to allow each FTO to participate in and guide the administration of a PBLE. More practice by the FTOs will give them a better feel for the style they will need to use when guiding a trainee and also a clear picture of what they should expect the trainee to submit as a final product. Ultimately, what would be most helpful is to attend a training program specifically designed for training officers using the Reno Model in police training. This training would provide them the full view of how training officers are to function within a different training program so that they can take what was learned back to the department and relate it to department members in their own terms.

During the implementation at the CPD, the department did not require police officers to regularly check e-mail. Therefore, it was common for the researcher to disseminate information to the FTOs via the training director. This was not the most effective method because, at times, information would not be disseminated to the FTOs in a timely manner for a variety of reasons (e.g., FTOs on different shifts). Determining the easiest, most effective way to contact the FTOs would be very important; maintaining regular contact with the FTOs would be useful to provide helpful advice to the FTOs during implementation as well as make it clear that the researcher or implementer was available to be contacted. During the CPD implementation, only one FTO contacted the research to ask a question, however, the one question lead to the proper administration of the PBLEs to trainees during Iteration II.

The training director plays the important role of advocate and enforcer during the implementation. The full involvement and cooperation of the training director is vital to

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the implementation success. The current study was able to work with a training director that was fully behind the changes being made within the training program, however, due to his busy schedule and duties within the department, was difficult to engage at times. While maintaining regular contact with the FTOs during the implementation could have mitigated some of these effects, it would still be critical that the training director remain abreast of the implementation progress. Determining how much time the training director can devote to the implementer or research and setting regular meetings with the training director to update him/her on the progress of the implementation would help to keep the implementation on track and determine if mid-course changes need to be made.

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Appendix A

Mastery Test
Law Enforcement Knowledge

3. Police powers provide the authority and responsibility for designated government agents to do all but which of the following?
   A. Provide for peace and order
   B. Punish criminals
   C. Enforce laws
   D. Seize property as evidence pursuant to knowledge of the commission of some crime

4. The only real difference between citizens' arrest powers and the arrest powers of a law enforcement officer is that the
   A. citizen must file a complaint.
   B. officer has limited good faith immunity from false arrest.
   C. citizen must have probable cause to believe that a crime has actually been committed.
   D. officer must be certain that a crime actually has been committed.

5. More reason to believe that to not believe that a particular person has committed a particular crime, or that evidence of a crime is in a particular place is a good definition of
   A. reasonable suspicion.
   B. certainty beyond a reasonable doubt.
   C. clear and convincing evidence.
   D. probable cause.

6. What is absolutely required for every arrest?
   A. mere suspicion
   B. clear suspicion
   C. reasonable suspicion
   D. probable cause

7. An officer behaving in a reasonable manner that is based on a reasonable level of training and possession of skills would be defined as
   A. probable cause.
   B. good faith.
   C. reasonably intentioned.

D.   qualified immunity.

8. Who among the following is probably NOT operating under color of law?
    A.   a private security officer
    B.   a city police officer
    C.   a state park ranger
    D.   an FBI agent

9. Which Amendment to the U.S. Constitution protects people from unreasonable searches and seizure by police?
    A.   Fourth
    B.   Fifth
    C.   Sixth
    D.   Eighth

10. Which Amendment to the U.S. Constitution restricts the conditions under which warrants may be issued?
    A.   Fourth
    B.   Fifth
    C.   Sixth
    D.   Eighth

11. Which Amendment to the U.S. Constitution requires a grand jury in criminal cases?
    A.   Fourth
    B.   Fifth
    C.   Sixth
    D.   Eighth

12. Which Amendment to the U.S. Constitution protects against double jeopardy?
    A.   Fourth
    B.   Fifth
    C.   Sixth
    D.   Eighth

13. Which Amendment to the U.S. Constitution prohibits a person from being forced to testify against him or herself?
    A.   Fourth
    B.   Fifth
    C.   Sixth
    D.   Eighth

14. Which Amendment to the U.S. Constitution guarantees the right to a speedy trial?
    A. Fourth
    B. Fifth
    C. Sixth
    D. Eighth

15. Which Amendment to the U.S. Constitution guarantees the right to an impartial jury?
    A. Fourth
    B. Fifth
    C. Sixth
    D. Eighth

16. Which Amendment to the U.S. Constitution guarantees the right of a defendant to be informed of the charges against him or her?
    A. Fourth
    B. Fifth
    C. Sixth
    D. Eighth

17. Which Amendment to the U.S. Constitution guarantees the right of the accused to confront witnesses against him or her?
    A. Fourth
    B. Fifth
    C. Sixth
    D. Eighth

18. Which Amendment to the U.S. Constitution guarantees the right of the accused to subpoena witnesses?
    A. Fourth
    B. Fifth
    C. Sixth
    D. Eighth

19. Which Amendment to the U.S. Constitution guarantees the right to counsel?
    A. Fourth
    B. Fifth
    C. Sixth
    D. Eighth

20. Which amendment to the Constitution guarantees the right against self-incrimination?
   A.   Fourth
   B.   Fifth
   C.   Sixth
   D.   Fourteenth

21. Which amendment to the Constitution guarantees the right to trial by jury?
   A.   Fourth
   B.   Fifth
   C.   Sixth
   D.   Eighth

22. Which amendment to the Constitution protects against cruel and unusual punishment?
   A.   Fourth
   B.   Second
   C.   Fifth
   D.   Eighth

23. Which amendment to the Constitution protects the freedom of speech, press and assembly?
   A.   First
   B.   Second
   C.   Fourth
   D.   Sixth

24. Which amendment to the Constitution protects against unreasonable searches and seizures?
   A.   Fourth
   B.   Fifth
   C.   Sixth
   D.   Eighth

25. Which amendment to the Constitution spells out the requirements for obtaining a search or arrest warrant?
   A. Eighth
   B. Sixth
   C. Fifth
   D. Fourth

26. Which amendment to the Constitution guarantees the right of the accused to have a lawyer present during questioning?
   A. Fourth
   B. Fifth
   C. Sixth
   D. Eighth

27. Which amendment to the constitution guarantees the right of the accused to be represented by counsel?
    A. Fifth
    B. Sixth
    C. Eighth
    D. Ninth

28. Which amendment to the Constitution guarantees the right of the accused to confront witnesses against him?
    A. Third
    B. Fourth
    C. Fifth
    D. Sixth

29. Which amendment to the Constitution secures to the states all those rights not specifically delegated by the Constitution to the federal government?
    A. Sixth
    B. Eighth
    C. Ninth
    D. Tenth

30. Which amendment to the Constitution guarantees against the government's depriving anyone of life, liberty or property without due process of law?
    A. Fourth
    B. Fifth
    C. Sixth
    D. Eighth

31. Which amendment to the Constitution defines what a U.S. citizen is?
    A. Eighth
    B. Tenth
    C. Twelfth
    D. Fourteenth

32. Which amendment to the Constitution guarantees the right of all U.S. citizens to due process and equal protection under the law?
    A. Fourth
    B. Eighth
    C. Fourteenth
    D. Sixteenth

33. Which amendment to the Constitution opened the door for the application of the Bill of Rights against the states?
    A. Twelfth
    B. Fourteenth
    C. Fifteenth
    D. Sixteenth

34. When did the bill of rights go into effect?
    A. 1776
    B. 1783
    C. 1788
    D. 1791

35. Which terms refers to the Court's making various rights in the Bill of Rights
    apply against the states?
    A. selective adjudication
    B. judicial incorporation
    C. judicial application
    D. selective incorporation

36. A person employed by a public entity (e.g., city, county, state) to engage in law
    enforcement is
    A. immune from color of law.
    B. acting under color of law.
    C. given immunity from arrest.
    D. free of arrest liability

37. Does a private security guard operate under color of law?
    A. Yes
    B. No

38. The federal law making it unlawful to conspire to deprive someone of his civil
    rights is found in
    A.   18 USC 241
    B. 18 ISC 242
    C. 18 USC 245
    D. 42 USC 1983

39. Which law does not apply only to law enforcement officers?
    A. 18 USC 241
    B. 18 USC 242
    C. 42 USC 1983
    D. None of the above

40. Any motor vehicle that does NOT have lawfully affixed an unexpired license plate
    and is wrecked, dismantled, inoperative, abandoned or discarded is a definition of
    A.   Public nuisance
    B.   Motor vehicle nuisance
    C.   Junked motor vehicle
    D.   Abandoned vehicle

41. The federal law making it illegal for a person acting under color of law to deprive
    someone of his civil rights is found in
    A. 18 USC 241.
    B. 18 USC 242.
    C. 18 USC 245.
    D. 42 USC 1983.

42. To be found guilty of violating 18 USC 241, you must take some overt action
    toward depriving someone of his civil rights.
    A.   True
    B.   False

43. To be guilty of violating 18 USC 242, you must be or appear to be acting under
    color of law.
    A. True
    B. False

44. Which law makes it illegal for law enforcement officers to interfere with an
    individual's federally-protected rights such as: voting, serving on a grand jury,
    running for office, applying for food stamps, etc?
    A. 18 USC 241
    B. 18 USC 242
    C. 18 USC 245
    D. 42 USC 1983

45. Which law allows a victim who has had his civil rights deprived by someone
    acting under color of law to sue that person in federal court?
    A. 18 USC 241
    B. 18 USC 242
    C. 18 USC 245
    D. 42 USC 1983

46. A warrantless search may be made under all but which of the following conditions?
    A.   consent
    B.   inventory
    C.   reasonable suspicion
    D.   incident to arrest

47. You pursue a robbery suspect across state lines into Marshal County. You finally get him stopped and arrest him. Your next step is to
   A. transport him back to Collierville P.D. and place him in the jail.
   B. have dispatch inform the FBI because he crossed state lines.
   C. transfer him to Marshall County Sheriff's Department until arrangements can be made for extradition.
   D. charge him with "unlawful flight to avoid prosecution" and then transport him back to Collierville P.D. for incarceration.

48. You are dispatched to the scene of a motor vehicle accident where there is a report of persons injured. The first thing you do at the scene is
   A. protect the scene from further crashes.
   B. locate the injured and render assistance.
   C. identify any eye witnesses and tell them to wait for you to get to them.
   D. obtain identification from the driver(s).

49. You observe a male walking in a residential neighborhood at 2:30 in the morning. You stop him and ask for identification. He does not comply, but tells you that everything is alright and to leave him alone. You should
   A. arrest him for failure to produce identification.
   B. frisk him because his lack of compliance means that he is a potential danger to you.
   C. frisk him in an attempt to find identification.
   D. break contact with him unless you become aware of something specific that makes you suspicious.

50. In order to stop someone and temporarily prevent him from leaving, you must have
   A. mere suspicion that something might be wrong.
   B. reasonable (articulable) suspicion that he has committed, is committing, or is about to commit a crime.
   C. probable cause that he has committed, is committing, or is about to commit a crime.
   D. clear and convincing proof that he has committed, is committing, or is about to commit a crime.

51. If you arrest the driver of a motor vehicle, you may search the
   A. driver and the passenger compartment of the vehicle.
   B. driver, the passenger compartment, and the trunk of the vehicle.
   C. driver, the passenger compartment, and any other occupants of the vehicle.
   D. driver, only.

52. When conducting a search incident to an arrest, you are looking for
    A.   means of escape or suicide, only.
    B.   means of escape or suicide and fruits or instrumentalities of the crime.
    C.   fruits or instrumentalities of the crime, only.
    D.   anything that will add to your probable cause for the arrest.

53. If you are executing a search warrant in a garage for stolen motorcycles and you
    happen to look in a toolbox and find cocaine, you should
    A.   seize it for evidence is a subsequent criminal prosecution.
    B.   confiscate it so it can't be used or distributed.
    C.   seize it because it adds to the probable cause for the search warrant.
    D.   Leave it where it is until you can obtain another search warrant.

54. Which is true about abandoned property?
    A.   It can be searched.
    B.   It can be searched only with a search warrant.
    C.   It can be confiscated but not searched.
    D.   It can be searched but only if it is somehow connected with a crime.

55. Which of the following is NOT a reason for warrantless search incident to an arrest?
    A.   to protect the officer or others
    B.   to find evidence to develop probable cause for the arrest
    C.   to prevent the destruction of evidence
    D.   to prevent escape of suicide

56. To obtain a search warrant from a judge, an officer would have to do all BUT which
    of the following?
    A.   specify the object or objects to be seized.
    B.   specify the particular location where the objects are to be found.
    C.   provide facts leading to the conclusion that the object or objects to be searched
          for are probably connected with a crime.
    D.   explain that, if the object of the search is found, it will establish probable cause
          for the search.

57. The purpose of an inventory of a vehicle whose driver you have arrested is to:
    A.   find evidence supporting the reason you arrested the driver.
    B.   secure the property that is left under your control.
    C.   find any evidence of other crimes the arrestee may have committed.
    D.   circumvent the legal prohibition against searching motor vehicles incident to
          arrest.

58. You are not legally obligated to read a suspect his/her Miranda Rights if:
    A.   you have no intention of taking him/her into custody.
    B.   your questioning will take only a few minutes.
    C.   the suspect is a lawyer.
    D.   you have read Miranda Rights to the same suspect before.

59. When knocking on a door so you can gain entry to serve a search warrant, you should
    A.   stand to the side of the door while knocking.
    B.   leave if nobody answers the door.
    C.   not announce your presence.
    D.   Have your Miranda Rights card ready to read to the person answering the door.

60. If you are attempting to serve an arrest warrant on a person who is in his girlfriend's house, but she refuses you entry,
    A.   you can enter anyway because of a Fourth Amendment right.
    B.   you will have to also obtain a search warrant for her premises.
    C.   you can enter anyway because you have a legal arrest warrant.
    D.   you can arrest her for interfering with an officer and then serve the warrant.

61. If you are making a traffic stop, you can make the driver exit his/her vehicle
    A.   any time you feel that it may be necessary for safety reasons.
    B.   only if you suspect that the driver may be armed.
    C.   only if you plan to frisk the driver.
    D.   only if you suspect that the driver may have committed a misdemeanor or felony.

62. If an officer makes a bad faith arrest without probable cause, which of the following is true?
    A.   any evidence obtained as a result of that arrest may be inadmissible.
    B.   the officer may have exposed him/herself to criminal liability for a civil rights violation.
    C.   the officer may have exposed him/herself to civil liability for a civil rights violation.
    D.   All of the above.

63. An officer needs to check a vehicle's VIN number in the lower part of the windshield to verify a registration, but the number is covered by some papers. As the officer reaches in to move the papers, she uncovers some cocaine. The officer
    A.   can arrest the driver for possession of cocaine.
    B.   can make the arrest only if the driver gave her permission to look at the VIN number.
    C.   can make the arrest only if she had reasonable suspicion that the driver was hiding drugs.
    D.   can confiscate the cocaine, but it will not be admissible in court.

64. When contacting a traffic violator, the officer should stand
    A.   by the vehicle's left side view mirror and face the rear of the vehicle.
    B.   within the swing radius of the driver's door.
    C.   behind the swing radius of the driver's door.
    D.   behind the swing radius of the left rear door.

65. More officers die annually from suicide than from criminal activity.
    A.   True
    B.   False

66. When on routine patrol, officers should ride around in "red."
    A.   True
    B.   False

67. You should be _____ when you don't find contraband or weapons.
    A.   Surprised
    B.   I
    C.   Mad
    D.   Happy

68. An officer should never be oblivious to
    A.   Surroundings
    B.   Realities
    C.   Danger signs
    D.   All of the above

69. While on routine patrol officers should be in _____ mode.
    A.   White
    B.   Yellow
    C.   Orange
    D.   Black

70. The _____ officer is the only one who initiates and maintains verbal control
    when confronting a suspect.
    A.   Cover
    B.   Backup
    C.   Contact
    D.   Bravest

71. The Contact officer is the officers who
    A.   Conducts ALL the business of the encounter
    B.   Records suspect or incident information
    C.   Performs pat-downs and searches of suspects and vehicles
    D.   Handcuffs all arrestees
    E.   All of the above

72. The _____ officer devotes full attention to the suspect(s) through a position of
    surveillance and control.
    A.   Contact
    B.   Tallest
    C.   Cover
    D.   All of the above

73. Which of the following is the ideal positioning for a cover officer?
    A.   Personal cover, if available
    B.   Unobstructed view of contact officer and suspect(s)
    C.   Safe background(s) for shooting\
    D.   Peripheral view of surrounding area
    E.   All of the above

74. When assessing a person of interest an officer should watch for which of the pre-
    attack postures?
    A.   Watch the eyes
    B.   Facial cues
    C.   Body language cues
    D.   Clothing cues
    E.   All of the above

75. The evidence shows that a lack of performing a pre-contact assessment has accounted for 41% of all officer casualties in the last 15 years.
   A. True
   B. False

76. Your *mouth* and your *mind* are your two greatest weapons.
   A. True
   B. False

77. Which of the following is a "law of survival?"
   A. Control your environment and subjects. Don't be controlled by them.
   B. Fully understand the use, control and limitations of your weapons.
   C. Be flexible and keep your defensive force options open.
   D. Every day you get home safe at the end of your tour of duty.
   E. All of the above

78. When making felony stops, you should take your time – you choose the location, communicate directly with suspects as well as back-up officers, use cover at all times, officer with best view of suspect gives commands, verbally control all of the subject's movements, use loud-clear- repetitive verbal commands, control-cuff & search transport.
   A. True
   B. False

79. It is a good idea to search suspects before cuffing them.
   A. True
   B. False

80. About 16% of officer murders occur off duty.
   A. True
   B. False

81. Use-of-force issues that involve your personal belief system, your ethics and your emotions require pre-event decision-making.
   A. True
   B. False

82. Crisis rehearsal while on routine patrol is <u>not</u> a good tactic for mental preparedness.
   A. True
   B. False

83. Prepare mentally, emotionally, and physically to _____ any confrontation you will encounter on the street.
   A. Stay awake
   B. Win
   C. Loose
   D. Document

84. Becoming stressed never leads to tunnel vision.
   A. True
   B. False

85. There are situations where it is appropriate to shoot someone in the back.
   A. True
   B. False

86. The average officer in Condition Yellow needs a minimum distance of _____ feet to reach and draw an untouched, holstered weapon and deliver 2 rounds center mass against a charging suspect.
   A. 10
   B. 50
   C. 21
   D. 5

87. Which of the following is not an edged weapon danger cue?
   A. Hidden hands
   B. Hands in palm up position
   C. Resistance to verbal commands
   D. Subtle hand movement toward danger zones
   E. Increase in resistive tension or rapid movement toward you
   F. All of the above

88. Which of the following are reasons why officers under react?
   A. Moral repulsion
   B. Failure to be mentally prepared
   C. Failure to understand the dynamics of armed confrontations
   D. Inhibition by department and community pressure
   E. Failure to believe in firearm stopping power
   F. Uncertainty about when deadly force is justified
   G. Fear of civil litigation or criminal prosecution
   H. All of the above

89. When your unconscious says "something isn't right" this is called
    A. Sixth sense
    B. Intuition
    C. Disbelief
    D. Both A and B

90. A common trait of officers killed on duty is they
    A. drop their guard when "good" is perceived.
    B. remain physically fit.
    C. have a good balance between their personal life and work.
    D. were not adequately trained.

91. What is the address to CPD Headquarters?

    _____

    _____

92. List, in order, the force continuum.

    _____

    _____

    _____

    _____

    _____

    _____

    _____

93. List the Lieutenants, Captains, and Assistant Chiefs of CPD and their respective assignments.

_____

_____

_____

_____

_____

_____

_____

_____

94. What are the three categories of responses to calls for service, emergencies, pursuits, and other incidents or situations?

_____

_____

_____

95. If you are involved in a physical altercation with an individual, and hit this individual in the head or throat area with a baton, you have used

_____

96. On a theft from a vehicle, a burglary, or any other serious type call, you should have dispatch contact CID to make the scene prior to advising your shift supervisor of the situation
    A. True
    B. False

97. It is the responsibility of the equipment officer, not you, to check the shotguns and any other equipment you may check out before your shift to make sure they are working properly.
   A. True
   B. False

98. What must you advise over the radio prior to and after transporting a juvenile or person of the opposite sex?

   _____

99. It is not necessary to patrol shopping center lots in businesses located in your district, due to people having quick access to a telephone to call police.
   A. True
   B. False

100.   To take a vandalism report, what form do you use?

   _____

101. Dangerous weapons are only allowed in the jail intake area when they have been seized from the person you have arrested.
   A. True
   B. False

102. A citizen wants to file a complaint report, and you determine that it should be classified as a complaint. What form should you use?

   _____

103. What does Signal Q mean?

   _____

104. What does Signal E mean?

_____

105. What does Signal C mean?

_____

106. When answering alarms, prowlers, hold-up alarms and most disturbances, CPD uses the silent arrival technique whenever possible.
    A.   True
    B.   False

107. You should always check in the prisoner transport area of your patrol unit at the start of every shift, and not after every prisoner transport.
    A.   True
    B.   False

108. On a hold-up alarm, it is O.K. to enter the business after dispatch tells you that they have made contact with a representative inside and everything checks O.K.
    A.   True
    B.   False

109. CPD policy states that you must wear your seatbelt whenever you are operating a city vehicle.
    A.   True
    B.   False

110. If the streets are clear of traffic, it is alright to chase, or get into a pursuit, of a vehicle that committed a traffic offense in your presence (chase or pursuit meaning high speed).
    A.   True
    B.   False

111. All dogs in a public place must be on a leash at all times.
    A.   True
    B.   False

112. No person shall own or harbor any dog which, by loud and frequent barking, whining, or howling, annoys or disturbs the peace and quiet of any neighborhood.
    A.   True
    B.   False

113. It is not necessary for any person who is required to obtain a permit for solicitation purposes to exhibit such permit at the request of a police officer.
    A.   True
    B.   False

114. It is unlawful for a person to light a sparkler in his or her front yard.
    A.   True
    B.   False

115. It is unlawful for a person to light a bottle rocket in their backyard.
    A.   True
    B.   False

116. A person must first obtain_____ before shooting fireworks (bottle rockets, fire crackers, etc.) in their front yard or street.
    A.   Hand written approval from the fire marshal
    B.   A verbal OK from any police officer
    C.   A permit from the city clerk
    D.   Hand written approval from the chief of police

117. It is unlawful for a person to drive over fire hoses, or other equipment, unless told to do so by a police officer or fireman.
    A.   True
    B.   False

118. It is not OK for a person to drive on streets closed for repair if they have property abutting the closed roadway.
    A.   True
    B.   False

119. It is not a violation of city ordinance for a person to drive on a street closed for repair as long as they exercise due caution in doing so.
   A. True
   B. False

120. It is a violation of city ordinance for any person to ride in the bed of a pickup truck.
   A. True
   B. False

121. Any person who rides on the portion of a vehicle not designated or intended for the use of passengers is a violation of city ordinance.
   A. True
   B. False

122. Any truck or other motor vehicle with an open bed that is operated on any highway, road, or street open for public use shall be loaded so that any loose material transported therein remains at least _____ inches below the wall of such open bed.
   A. 10
   B. 6
   C. 2
   D. 4

123. What is the city ordinance for speeding?
   A. 71.30
   B. 71.31
   C. 71.32
   D. 71.33

124. What is the city ordinance for speeding in school zones?
   A. 71.30
   B. 71.31
   C. 71.32
   D. 71.33

125. What is the city ordinance for Caution to be exercised?
   A. 71.43
   B. 71.34
   C. 71.33
   D. 71.44

126. Which of the following is NOT an element of Caution to be exercised?
   A.   Make sure the vehicle is free from potentially harmful mechanical defects.
   B.   Operate the vehicle at a safe speed.
   C.   Maintain a safe lookout.
   D.   Use due care to keep the vehicle under control.

127. U-Turns are prohibited by state law, but not city ordinance.
   A.   True
   B.   False

128. What is the city ordinance for disregarding stop signs?
   A.   72.05
   B.   72.50
   C.   72.30
   D.   71.03

129. What is the city ordinance for disregarding a red traffic light?
   A.   72.70
   B.   72.76
   C.   72.07
   D.   72.34

130. It is unlawful for a person to wash, grease, or work on any vehicle while it is parked on a street, unless there are emergency circumstances.
   A.   True
   B.   False

131. It is unlawful for a person to park within _____ feet of an intersection.
   A.   25
   B.   15
   C.   30
   D.   10

132. It is unlawful for a person to park within ____ feet of a fire hydrant.
   A.   25
   B.   15
   C.   30
   D.   10

133. According to City Ordinance 72.28 it is unlawful to park a vehicle in which area?
    A.   On a sidewalk
    B.   In front of a public or private driveway
    C.   Upon any bridge
    D.   All of the above are unlawful

134. Only passenger vehicles or pickup trucks, one ton capacity or less, can be lawfully parked on residential streets.
    A.   True
    B.   False

135. It is legal to park a vehicle on a street in a residential zone that has greater than a one ton capacity.
    A.   True
    B.   False

136. A boat or utility trailer can be lawfully parked on residential streets according to the city ordinance.
    A.   True
    B.   False

137. If a person is from another state, and his or her vehicle is registered in that state, this person has _____ days to register his or her vehicle with the city clerk or designee upon moving to this state.
    A.   30
    B.   60
    C.   90
    D.   10

138. Pursuant to City Ordinance 93.26, a person has _____ days to comply with the directive to either remove the junk vehicle from the property or remove the vehicle from public view.
    A.   5
    B.   10
    C.   15
    D.   20

139. A person is in violation of the junked vehicle ordinance even if his or her vehicle is within an enclosed garage.
   A.   True
   B.   False

140. Pursuant to City Ordinance 130.075, it is illegal for a person to discharge their bow and arrow in his or her backyard at a target.
   A.   True
   B.   False

141. Pursuant to City Ordinance 130.076, it is NOT unlawful for any person to discharge any air gun, air pistol, air rifle, BB gun, paint gun or sling shot within the corporate city limits.
   A.   True
   B.   False

142. According to City Ordinance 130.043, is it unlawful for any person to drink or consume, or have an open case, bottle or glass of an intoxicating beverage in or on any public street, alley, avenue, highway, sidewalk, public park, public school ground or other public place.
   A.   True
   B.   False

143. Which city Ordinance would you use for a loud car radio?
   A.   130.220
   B.   130.022
   C.   147.09
   D.   125.125

144. Which City Ordinance would you use for an excessively loud muffler?
   A.   130.220
   B.   130.022
   C.   130.320
   D.   130.389

145. An officer can issue a traffic citation for a loud car radio when the radio can be heard at a distance of ____ feet or greater.
   A.   25
   B.   30
   C.   40
   D.   45

146. An officer can issue a city summons to an individual who is playing a musical instrument in a public area when the instrument can be heard at a distance of ___ feet of greater.
   A.   25
   B.   30
   C.   40
   D.   50

147. In some cases, a person can obtain a permit allowing them to exceed the noise limitations as mentioned in the City Ordinance.
   A.   True
   B.   False

148. A person who is yelling, shouting, hooting, whistling, or singing so as to annoy or disturb any person in the vicinity at 1100 hours, would NOT be in violation of the noise ordinance.
   A.   True
   B.   False

149. A person who is yelling, shouting, hooting, whistling, or singing so as to annoy or disturb any person in the vicinity between 2300 hours and 0700 hours would be in violation of the noise ordinance.
   A.   True
   B.   False

150. Construction in a residential area is unlawful between the hours of:
   A.   1700 and 0600
   B.   2100 and 0700
   C.   1800 and 0700
   D.   2000 and 0800

151. The wearing of masks in a public place by all ages is allowed only on Halloween.
    A.   True
    B.   False

152. At what age and under, is the wearing of a mask allowed in a public place?
    A.   10
    B.   12
    C.   14
    D.   16

153. Pursuant to City Ordinance 73.02, a motor driven 2, 3, and 4 wheel vehicle which is unregistered and not designed for street usage is a definition of a:
    A.   ORV (off road vehicle)
    B.   Dirt bike
    C.   ATV
    D.   4X4

154. ATV's are only allowed on unimproved property, public or private, within the Town of Collierville.
    A.   True
    B.   False

155. Written permission is not needed from the Chief of Police to ride ATV's on private property.
    A.   True
    B.   False

156. All of the parks in Collierville close at the same time.
    A.   True
    B.   False

157. All parks in Collierville are closed between:
    A.   2200 and 0600
    B.   2300 and 0600
    C.   0000 and 0600
    D.   2330 and 0600

Appendix B

FTO-PTO Perception Survey: V_{FTO}

1. How many years have you served as an FTO for CPD? Drag the slider to the correct number of years as shown on the right side of the bar.
2. About how many officers have you trained as an FTO? Drag the slider to the correct number of years as shown on the right side of the bar.
3. How do you feel about the modifications that were made to the FTO training program at CPD (journal, PBLES)?

#	Answer
1	Very Satisfied
2	Satisfied
3	Neutral
4	Dissatisfied
5	Very Dissatisfied

4. What do you like best about the modifications to the training program (additions of journals, PBLEs)?
5. What do you like least about the modifications to the training program (additions of journals, PBLEs)?
6. What, if anything, would make the program more useful to you and to the recruits?

7. With respect to performing as a Field Officer Training, please select the six DOR categories that you feel most comfortable developing in a new recruit.

#	Answer	#	Answer
1	Knowledge of Criminal Statutes	13	Interaction with Citizens
2	Knowledge of Traffic/ City Ordinances	14	Dependability: General
3	Knowledge of Criminal Procedure	15	Performance: Stressful Conditions
4	Knowledge of Department P & P	16	Call Response Time
5	Officer Safety	17	Orientation
6	Investigative Skills	18	Compatibility with Department Members
7	Interview Skills	19	Communication Skills: General
8	Conflict Control: Physical Skill	20	Radio Communications
9	Conflict Control: Verbal Skill	21	Written Communications
10	Problem Solving/ Decision Making	22	Receptiveness
11	Driving Skills	23	General Appearance
12	Self-Initiated Field Activity	24	General Use of Equipment

8. With respect to your performance as a Field Officer Training, please select the six DOR categories that you feel least comfortable developing in a new recruit.

#	Answer	#	Answer
1	Knowledge of Criminal Statutes	13	Interaction with Citizens
2	Knowledge of Traffic/ City Ordinances	14	Dependability: General
3	Knowledge of Criminal Procedure	15	Performance: Stressful Conditions
4	Knowledge of Department P & P	16	Call Response Time
5	Officer Safety	17	Orientation
6	Investigative Skills	18	Compatibility with Department Members
7	Interview Skills	19	Communication Skills: General
8	Conflict Control: Physical Skill	20	Radio Communications
9	Conflict Control: Verbal Skill	21	Written Communications
10	Problem Solving/ Decision Making	22	Receptiveness
11	Driving Skills	23	General Appearance
12	Self-Initiated Field Activity	24	General Use of Equipment

9. Were you satisfied with the implementation of the modifications to the training program (additions of journal and PBLEs)?

#	Answer
1	Very Satisfied
2	Satisfied
3	Neither Satisfied nor Dissatisfied
4	Dissatisfied
5	Very Dissatisfied
	Total

10. How useful are the modifications to the training program in supporting the training of new officers?

#	Answer
1	Very Useful
2	Useful
3	Somewhat Useful
4	Somewhat Useless
5	Useless
6	Very Useless
	Total

11. Should the modifications to the training program be retained?

#	Answer
1	Yes
2	No
	Total

12. If you were the Training Director, what would you recommend to Chief concerning the training program?
13. Please provide any other comments concerning the training program.
14. What would you want new recruits to know before they begin the field training program at CPD?

FTO-PTO Perception Survey: V_T

1. As a recruit, what did you like best about your field training experience?
2. As a recruit, what did you like least about your field training experience?
3. Upon the completion of your field training, what duties of a patrol officer did you feel most confident in carrying out on your own?
4. Upon the completion of your field training, what duties of a patrol officer did you feel least confident in carrying out on your own?
5. In your opinion, how effective were your FTOs able to train you in knowledge of the law?

#	Answer
1	Very Effective
2	Effective
3	Somewhat Effective
4	Somewhat Ineffective
5	Ineffective
6	Very Ineffective
	Total

6. In your opinion, how effective were your FTOs able to train you in standard operating procedures?

#	Answer
1	Very Effective
2	Effective
3	Somewhat Effective
4	Somewhat Ineffective
5	Ineffective
6	Very Ineffective
	Total

7. In your opinion, how effective were your FTOs able to train you in knowledge of law enforcement techniques?

#	Answer
1	Very Effective
2	Effective
3	Somewhat Effective
4	Somewhat Ineffective
5	Ineffective
6	Very Ineffective
	Total

8. In your opinion, how effective were your FTOs able to train you in interpersonal skills?

#	Answer
1	Very Effective
2	Effective
3	Somewhat Effective
4	Somewhat Ineffective
5	Ineffective
6	Very Ineffective
	Total

9. How valuable do you feel the DORs were in developing you as an officer?

#	Answer
1	Very Valuable
2	Valuable
3	Somewhat Valuable
4	Somewhat Valueless
5	Valueless
6	Very Valueless
	Total

10. How valuable do you feel the journal was in developing you as an officer?

#	Answer
1	Very Valuable
2	Valuable
3	Somewhat Valuable
4	Somewhat Valueless
5	Valueless
6	Very Valueless
	Total

11. How valuable do you feel the PBLEs were in developing you as an officer?

#	Answer
1	Very Valuable
2	Valuable
3	Somewhat Valuable
4	Somewhat Valueless
5	Valueless
6	Very Valueless
	Total

12. In your opinion, how effective were your FTOs able to evaluate you?

#	Answer
1	Very Effective
2	Effective
3	Somewhat Effective
4	Somewhat Ineffective
5	Ineffective
6	Very Ineffective
	Total

13. Please mark the six DOR categories you feel most confident in performing following your Field Training.

#	Answer	#	Answer
1	Knowledge of Criminal Statutes	13	Interaction with Citizens
2	Knowledge of Traffic/ City Ordinances	14	Dependability: General
3	Knowledge of Criminal Procedure	15	Performance: Stressful Conditions
4	Knowledge of Department P & P	16	Call Response Time
5	Officer Safety	17	Orientation
6	Investigative Skills	18	Compatibility with Department Members
7	Interview Skills	19	Communication Skills: General
8	Conflict Control: Physical Skill	20	Radio Communications
9	Conflict Control: Verbal Skill	21	Written Communications
10	Problem Solving/ Decision Making	22	Receptiveness
11	Driving Skills	23	General Appearance
12	Self-Initiated Field Activity	24	General Use of Equipment

14. Please mark the six DOR categories you feel least confident in performing following your Field Training.

#	Answer	#	Answer
1	Knowledge of Criminal Statutes	13	Interaction with Citizens
2	Knowledge of Traffic/ City Ordinances	14	Dependability: General
3	Knowledge of Criminal Procedure	15	Performance: Stressful Conditions
4	Knowledge of Department P & P	16	Call Response Time
5	Officer Safety	17	Orientation
6	Investigative Skills	18	Compatibility with Department Members
7	Interview Skills	19	Communication Skills: General
8	Conflict Control: Physical Skill	20	Radio Communications
9	Conflict Control: Verbal Skill	21	Written Communications
10	Problem Solving/ Decision Making	22	Receptiveness
11	Driving Skills	23	General Appearance
12	Self-Initiated Field Activity	24	General Use of Equipment

15. Of the following DOR categories, please mark any that you did not have enough opportunity to practice during your field training.

#	Answer	#	Answer
1	Knowledge of Criminal Statutes	13	Interaction with Citizens
2	Knowledge of Traffic/ City Ordinances	14	Dependability: General
3	Knowledge of Criminal Procedure	15	Performance: Stressful Conditions
4	Knowledge of Department P & P	16	Call Response Time
5	Officer Safety	17	Orientation
6	Investigative Skills	18	Compatibility with Department Members
7	Interview Skills	19	Communication Skills: General
8	Conflict Control: Physical Skill	20	Radio Communications
9	Conflict Control: Verbal Skill	21	Written Communications
10	Problem Solving/ Decision Making	22	Receptiveness
11	Driving Skills	23	General Appearance
12	Self-Initiated Field Activity	24	General Use of Equipment

16. If you were in charge of the field training of new officers, what changes would you suggest for the program? Why?
17. If you were in charge of the field training of new officers, what parts of the training would you keep the same? Why?
18. If you were in charge of the field training of new officers, on what topics would you place more emphasis?

19. Overall, how satisfied were you with your field training experience?

#	Answer
1	Very Satisfied
2	Satisfied
3	Somewhat Satisfied
4	Somewhat Dissatisfied
5	Dissatisfied
6	Very Dissatisfied
	Total

20. Please provide any other comments that you may have about the Field Officer Training program.
21. What do you wish you had known before you began your field training program at CPD?

Appendix C

Topics Covered during Initial Training

- Agenda Overview
- Outcome of training
- Evaluation of CPD training program, Spring 2009
- Reno Model/PTO model training program
- Problem-based Learning overview
- Changes to implement in the program
- Transition FTO training style to PTO training style
- Coaching dialogue
- NPE overview (pg. 38-39 COPS trainee manual; Appendix A for assignment form)
- Journal overview
- Rater errors training

Appendix D

Guidelines for Creating Department-Specific PBLEs

- Scenario
  - Department specific (addresses, streets, intersections, people, places, circumstances)
  - They can be:
    - From a report
    - An incident you experienced
    - An incident someone else experienced
    - An incident you made up
- How to format
  - Second person, present tense (i.e. You do this, You move there.)
  - Include details
    - Where did it occur
    - What did you see when you got there
    - Who was present (e.g. descriptions of citizens, order of officer response)
    - What action was taken immediately
  - How much detail do you include?
    - Only include details that are needed to set the circumstance
    - Details may be added/ modified to allow for the exploration of different knowledge, skills, or abilities (e.g. change male to female, add ethnicity or age descriptors)
    - You want to set the stage with the scenario, and allow the trainee to improvise the solution of the scenario.
  - What should you not include?
    - Details that might point the trainee to a particular solution
    - Details that might lead the trainee to a specific source of information
  - How long should it be?
    - Depends on how complex the situation is. Scenarios involving the interviewing of multiple suspects will be longer than incidents that involve a simple traffic stop.

Example

As originally written by officer:

Two officers are dispatched to 300 Haley Road on a physical disturbance between a male and a female. Both officers arrive on the scene at the same time. Officers observe an adult male standing in the front doorway of the residence yelling inside the residence. Officers approach and give verbal commands but the subject continues yelling. Officers

then heard from inside the residence an adult female yelling and a small child crying. Upon entering the residence officer observes a small child approx. 4 years of age crying and there is still yelling coming from the rear of the residence. Officer then observes an adult female enter the room from the rear of the residence with a large kitchen knife in her hand and she continues to yell

As revised by researcher:

Physical Disturbance Call

You and another officer are dispatched to 300 Haley Road on a call received about a physical disturbance between a male and female. You and the other officer arrive on the scene at the same time. Upon arriving at the scene, you see an adult male standing in front of the doorway of the residence yelling inside the residence. You notice abrasions marks on his hands and face. You and the other officer give verbal commands for the male to stop yelling, but he does not yield to the commands. You then hear a female from inside the residence yelling along with the sound of crying. The male allows you to enter the residence. You are able to make your way into the residence and find a small child crying in the living room. Yelling can still be heard from the rear of the residence. Suddenly, a female enters the living room from the rear of the residence carrying a large kitchen knife as she continues to yell at the male.

Appendix E

Topics Covered during April 2011 Re-training

- Agenda
- Journal: Discussion
- Journal: Uses
- Journal: Guidelines
- Dealing with Emotions
- Moving to another FTO
- PBLE
- PBLE: Product

Appendix F

Consent Form

Purpose: In order to assess the value of various innovations that have been added to the department's FTO program, we wish to solicit information from you about your reactions to the training. This information will be gathered through interviews and surveys. Your responses will be held in strict confidence by the program's evaluators from the University of Memphis, and any reports created for the department's administration will not include any identifying information. After the evaluation process is complete, any documentation of your individual responses will be destroyed.

PARTICIPATION: Depending upon the project's findings, information about the training innovations may be included in reports published in scientific journals or in presentations made at professional meetings. Such reports would include summary information and would **not** include any information associated with identifiable individual survey participants. Nonetheless, your permission to have your interview and survey responses included in these reports and presentations is voluntary, and you have the right to refuse their inclusion. Furthermore, there are no negative consequences whatsoever for exercising this right.

RISK(S): There are no foreseeable risks to you by participating in this survey.

QUESTIONS: If you have any questions about this survey, please contact Andrea Hyneman, the researcher in charge of this project at abordwll@memphis.edu. If you have any questions regarding the rights of research subjects, please contact the Chair of the Institutional Review Board for the Protection of Human Subjects at (901) 678-2533.

CONSENT

I have read and understand the above information. I have been offered an opportunity to ask any questions I may have, and I am willing to have information from my interview and survey responses included in summaries that may appear in research articles and/or conference presentations.

Name _____

Date _____

Appendix G

Trainee Focus Group Questions

- In what ways were the journal and PBLEs useful?
- In what ways were the journal and PBLEs not useful?
- What can be done to facilitate the shifts in FTOs within the program
- How can training in problem solving / Decision making be improved?
- How can more scenarios be utilized within the program? (i.e, can the schedule be modified, can some other part of the structure of the program be changed, can other departments in the organization be useful?)
- What topics need to be covered in the scenarios?
- How can some DOR categories be standardized across FTOs?
- What topics do you think are critical for at trainee to have a good understanding of before they begin training? What to you wish you knew before beginning training? What are the most critical pieces of information to the CPD trainee?

Appendix H

FTO Focus Group Questions

- How can scenarios be more job-related? what topics should be covered and which should be excluded?
- How can more live-action scenarios be implemented in the program?
- What information do new trainees need to know when they first get on the job?
- What are the most common occurrences that indicate a trainee is not prepared to be a solo officer?
- What information would help a trainee be more prepared for police duty?
- What skills or information would help trainees have better working relationships in the CPD's paramilitary structure?