

SECTION 6

Community Relations/Professional Demeanor

6.1 – 6.6 COMPETENCY REQUIREMENTS

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Note to Administrators

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

- 1) The POST FTP Approval Checklist ([Form 2-230](#))
- 2) Your department's *Policy & Procedure Manual*
- 3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

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SECTION 6 COMMUNITY RELATIONS/PROFESSIONAL DEMEANORCHECK ONE ONLY: ☐ PHASE 1 ☐ PHASE 2 ☐ PHASE 3 ☐ PHASE 4 ☐ PHASE 5

Trainee

FTO

6.1 COMMUNITY RELATIONS AND SERVICE**6.1.01 Agency Responsibilities**

The trainee shall explain the agency's responsibilities to community service.

Reference(s):					Case # (If applicable)	Incident #		
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.1.01	Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)	<input type="checkbox"/> N/A
Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals Policy: 345 Community Relations		

6.1.01	Part B - Agency Training Details (field will expand automatically)
The above information will be read by the trainee and then discussed with the FTO.	

6.1.02 Community Service

The trainee shall identify the agency's roles and responsibilities in providing community service. Those roles may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> A. To protect life and property B. To maintain order C. Crime prevention D. Public education E. Delivery of service F. Enforcement of laws | <ul style="list-style-type: none"> G. Community partnerships, such as: H. Community Oriented Policing Services (COPS) I. Police Athletic League/Police Activities League (PAL) J. Drug Abuse Resistance Education (DARE) K. Any other agency-approved programs |
|---|---|

Reference(s):

Case # (If applicable)

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments (field will expand automatically)

Additional Information:**6.1.02 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)**

☐ N/A

Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals
 Policy: 345 Community Relations

6.1.02 Part B - Agency Training Details (field will expand automatically)

The above information will be read by the trainee and then discussed with the FTO.

6.2 PROFESSIONAL DEMEANOR AND COMMUNICATIONS								
6.2.01 Professional Principles The trainee shall identify the basic principles that generally apply to professions, and discuss how those principles relate to the profession of law enforcement.								
Reference(s):							Case # (If applicable)	Incident #
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
	FTO:				<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play
	Trainee:				<input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Comments (field will expand automatically)								

Additional Information:

6.2.01	Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum) Preface: Law Enforcement Code of Ethics Policy: 345 Community Relations	<input type="checkbox"/> N/A
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6.2.01 Part B - Agency Training Details *(field will expand automatically)*

The below information will be read by the trainee and then discussed with the FTO.

Law Enforcement Code of Ethics

Peace officers are empowered and entrusted by the community with a broad range of power, authority and discretion to maintain safety and order. Professional and ethical standards are the means by which peace officers maintain the public trust. To be effective, a peace officer, must make a life-long commitment to these standards.

The Code of Ethics of any profession details the standard of conduct that identifies specific principles of desired behavior required of its practitioners. The profession of policing requires its members to adhere to specific standards in order to maintain the trust and respect of those who are served. Adherence to a code of ethics is required to build and maintain morale, a sense of duty, effective standards of performance and community support.

Peace officers are held to higher standards than others in the community. Although policing shares ideals with other professions, only peace officers are given the authority and power to detain and arrest others and to deprive them of their liberty while awaiting adjudication of their offense. It is essential that officers understand the importance of professional behavior.

Policing as a profession requires both specialized training and ethical behavior on the part of individual officers, on-duty and off-duty. Some would term “law enforcement” a profession although enforcing the law is only a portion of what a peace officer does in his or her daily duties. The use of knowledge, professionalism and leadership, to resolve conflict and influence the best outcome to a circumstance encompasses the spirit of policing every peace officer must seek to embrace.

Professions are recognized by certain characteristics, such as:

- a shared sense of purpose
- a common body of knowledge
- standardized training
- being vital to the well being of society
- a system of certification or licensing
- a code of ethical conduct

6.2.02 Citizen Evaluations The trainee shall explain the various methods by which citizens evaluate law enforcement agencies and their officers.								
Reference(s):							Case # (If applicable)	Incident #
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:								

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.2.02	Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)	<input type="checkbox"/> N/A
Department Policies: 1005 Personnel Complaints, 1009 Commendations		

6.2.02	Part B - Agency Training Details (field will expand automatically)
The above information will be read by the trainee and then discussed with the FTO.	

6.2.03 Inappropriate Verbal Language/Communication The trainee shall identify verbal factors which could contribute to a negative response from the public, including: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 48%;"> A. Profanity B. Derogatory remarks </div> <div style="width: 48%;"> C. Offensive terms regarding gender, race, ethnicity, sexual orientation, nationality, religion, and/or socioeconomic status </div> </div>								
Reference(s):						Case # (If applicable)	Incident #	
FTO:	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
Trainee:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Comments <i>(field will expand automatically)</i>								

Additional Information:

6.2.03	Part A - Reference Agency Policies/Procedures, if applicable <i>(600 characters maximum)</i> Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals Policy: 315 Discriminatory Harassment, 321 Standards of Conduct	<input type="checkbox"/> N/A
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6.2.03	Part B - Agency Training Details <i>(field will expand automatically)</i> The above information will be read by the trainee and then discussed with the FTO.
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6.2.04 Inappropriate Nonverbal Language/Communication

The trainee shall identify nonverbal factors which could contribute to a negative response from the public, including:

- A. Officious and disrespectful attitude
B. Improper use of body language

- C. Improper cultural response

Reference(s):					Case # (If applicable)		Incident #	
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.2.04	Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum) Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals Policy: 315 Discriminatory Harassment, 321 Standards of Conduct	<input type="checkbox"/> N/A
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6.2.04	Part B - Agency Training Details (field will expand automatically) The above information will be read by the trainee and then discussed with the FTO.
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6.2.05 Explaining Actions to Citizens The trainee shall discuss why it may be beneficial to explain the reasons for his/her actions to inquiring citizens.								
Reference(s):						Case # (If applicable)	Incident #	
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.2.05 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum) Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals Policy: 315 Discriminatory Harassment, 321 Standards of Conduct	<input type="checkbox"/> N/A
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6.2.05 Part B - Agency Training Details (field will expand automatically) The below information will be read by the trainee and then discussed with the FTO. Professional conduct and ethical behavior benefits not only officers and their agencies, but also their community and society as a whole.
<ul style="list-style-type: none"> • Receives equitable law enforcement • A sense of security and trust • Increases community partnerships • Fosters community mobilization

6.2.06 Phone Communication The trainee shall conduct phone conversations in a professional manner.								
Reference(s):						Case # (If applicable)	Incident #	
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.2.06 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum) Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals Policy: 321 Standards of Conduct	<input type="checkbox"/> N/A
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6.2.06 Part B - Agency Training Details (field will expand automatically) The above information will be read by the trainee and then discussed with the FTO.
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6.2.07 Other Forms of Communication

The trainee shall demonstrate the ability to communicate with any segment of the public in such a way as to enhance police service and community attitudes toward the police. This may be demonstrated through:

- | | |
|--------------------------|---------------------------|
| A. Community contacts | D. Positive role modeling |
| B. Business contacts | E. Mentoring |
| C. Community involvement | |

Reference(s):

Case # (If applicable)

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments (field will expand automatically)

Additional Information:**6.2.07 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)**☐ N/A

Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals
 Policy: 321 Standards of Conduct

6.2.07 Part B - Agency Training Details (field will expand automatically)

The above information will be read by the trainee and then discussed with the FTO.

6.3 CULTURAL DIVERSITY								
6.3.01 Community Cultures								
The trainee shall explain how the culture of the community can have an affect on the community's relationship with his/her agency.								
Reference(s):						Case # (If applicable)	Incident #	
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.3.01	Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum) <div style="text-align: right;"><input type="checkbox"/> N/A</div> <p>Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals</p> <p>Policy: 401: Bias-Based Policing</p>
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6.3.01 Part B - Agency Training Details *(field will expand automatically)*

The above / below information will be read by the trainee and then discussed with the FTO.

CSU Channel Islands Multiculturalism—A Working Definition

Multiculturalism at CI means respectfully coexisting with people of different abilities, identities, and/or practices (including ethnic, racial, gender, sexual, national, and/or (non)religious) in an environment of intellectual curiosity, self-reflection, and civic engagement.

Mission

The mission of the CME is to create and sustain a campus climate in and out of the classroom that values and promotes all forms of diversity. The center challenges students, staff, and faculty to commit to diversity as a source of renewal and vitality that empowers them to change the culture and the world through civic action.

Vision

The CI community is one in which every member intentionally acknowledges, values, and engages diversity in a pluralistic environment of mutually respectful intellectual curiosity and freedom.

Value

The CME promotes working toward a just, pluralistic society to end all forms of oppression so that all people engage with mutually egalitarian respect.

6.3.02 Cultural Motivations and Biases

The trainee shall identify cultural motivations and biases that may affect professional ethics.

<i>Reference(s):</i>					Case # (If applicable)		Incident #	
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<i>Comments (field will expand automatically)</i>								

Additional Information:

6.3.02	Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)	<input type="checkbox"/> N/A
Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals Policy: 401 Bias-Based Policing		

6.3.02	Part B - Agency Training Details (field will expand automatically) The above / below information will be read by the trainee and then discussed with the FTO. CSU Channel Islands Multiculturalism Program
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6.3.03 Increasing Trust within Communities The trainee shall assess and explain ways in which he/she can increase the trust of the community he/she serves.								
Reference(s):						Case # (If applicable)	Incident #	
FTO:	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.3.03	Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)	<input type="checkbox"/> N/A
Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals, Racial / Bias Based Profiling Policy: 321 Standards of Conduct, 401 Bias-Based Policing		

6.3.03 Part B - Agency Training Details *(field will expand automatically)*

The above / below information will be read by the trainee and then discussed with the FTO.

CSU Channel Islands Multiculturalism Program

6.4 RACIAL PROFILING**6.4.01 Racial Profiling Prohibited and Damaging**

The trainee will review and discuss Penal Code 13519.4, which states in part, “Racial profiling... is the practice of detaining a suspect based on a broad set of criteria which casts suspicion on an entire class of people without any individualized suspicion of the particular person being stopped.” The trainee shall recognize that racial profiling:

- A. Is prohibited by law
- B. “Presents a great danger to the fundamental principles of a democratic society”
- C. “Is abhorrent and cannot be tolerated”
- D. Causes community distrust and harms police relations with the community
- E. May have legal consequences

Reference(s):						Case # <i>(If applicable)</i>		Incident #	
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?	
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date		
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	
Trainee:									
Comments <i>(field will expand automatically)</i>									

Additional Information:**6.4.01 Part A - Reference Agency Policies/Procedures, if applicable** *(600 characters maximum)*
☐ N/A

Department Policies: 321 Standards of Conduct, 401 Bias-Based Profiling

6.4.01 Part B - Agency Training Details *(field will expand automatically)*

The above / below information will be read by the trainee and then discussed with the FTO.

CSU Channel Islands Multiculturalism Program

6.4.02 Profiling Behavior

The trainee shall explain why effective police work profiles a person's behavior and not a person's race.

Reference(s):					Case # (If applicable)		Incident #	
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments:								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments <i>(field will expand automatically)</i>								

Additional Information:**6.4.02 Part A - Reference Agency Policies/Procedures, if applicable** (600 characters maximum)☐ N/A

Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals

Policy: 401 Bias-Based Policing

6.4.02 Part B - Agency Training Details (field will expand automatically)

The above / below information will be read by the trainee and then discussed with the FTO.

CSU Channel Islands Multiculturalism Program

Peace officers must recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect. Peace officers are critical to, and very visible examples of, ethically carrying out responsibilities related to racial profiling. Some ethical considerations for officers include:

- racial profiling runs counter to the type of policing California agencies want to do
- it is every officer's obligation to prevent, report, and respond to discriminatory or biased practices by fellow officers (Penal Code Section 13519.4(h)(4) - Duty to Report)
- the change in the community's perception about racial profiling will not take place with policy, but as a result of individual officers' actions
- peace officers are sworn to protect and defend the Constitution of the United States, which ensures equality and justice for people

Racial profiling is when race alone is used as a predictor of criminal behavior.

6.4.03 Constitutional Amendments The trainee shall explain the 4th Amendment and 14th Amendment of the U.S. Constitution and how they define law enforcement activities that pertain to racial profiling.								
Reference(s):							Case # (If applicable)	Incident #
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.4.03 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum) Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals, Racial Policy: 401 Bias-Based Profiling	<input type="checkbox"/> N/A
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6.4.03 Part B - Agency Training Details *(field will expand automatically)*

The above / below information will be read by the trainee and then discussed with the FTO.

CSU Channel Islands Multiculturalism Program

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment XIV

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2.

Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the executive and judicial officers of a state, or the members of the legislature thereof, is denied to any of the male inhabitants of such state, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such state.

Section 3.

No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any state legislature, or as an executive or judicial officer of any state, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4.

The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave;

but all such debts, obligations and claims shall be held illegal and void.

Section 5.

The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

6.4.04 Community History

The trainee shall discuss how the history of the community can have an affect on the community's relationship with his/her agency.

Reference(s):					Case # (If applicable)	Incident #		
FTO:	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
Trainee:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Comments (field will expand automatically)								

Additional Information:

6.4.04 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)

☐ N/A

Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goal

Policy: 401 Bias-Based Policing

6.4.04 Part B - Agency Training Details (field will expand automatically)

The above / below information will be read by the trainee and then discussed with the FTO.

CSU Channel Islands Multiculturalism Program

6.4.05 Agency Policy The trainee shall review and be able to summarize the agency's policy regarding racial profiling.								
Reference(s):							Case # (If applicable)	Incident #
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.4.05 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum) Policy: 401 Bias-Based Policing	<input type="checkbox"/> N/A
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6.4.05 Part B - Agency Training Details (field will expand automatically) The above information will be read by the trainee and then discussed with the FTO.
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6.4.06 Focusing on Behavior The trainee shall demonstrate the ability to perform effective police work focusing on behavior rather than race.								
Reference(s):							Case # (If applicable)	Incident #
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.4.06 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum) Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals, Policy: 321 Standards of Conduct, 401 Bias-Based Policing	<input type="checkbox"/> N/A
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6.4.06 Part B - Agency Training Details (field will expand automatically) The above information will be read by the trainee and then discussed with the FTO.
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6.5 CRIME PREVENTION								
6.5.01 Citizen Support The trainee shall demonstrate the knowledge and skills necessary to gain citizen support and participation in the prevention of crime.								
Reference(s):						Case # (If applicable)	Incident #	
FTO:	Received Instruction		Competency Demonstrated		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	Remedial Training		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.5.01	Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)	<input type="checkbox"/> N/A
	Preface: Law Enforcement Code of Ethics, Department Mission, Philosophy, and Core Goals, Policy: 400 Patrol Function	

6.5.01	Part B - Agency Training Details (field will expand automatically)
	The above / below information will be read by the trainee and then discussed with the FTO.
	The trainee shall review the following content on the CSU Channel Islands Police Department website:
	The CSU Channel Islands Police Department message on Crime Prevention The International Association of Campus Law Enforcement Administrators Clery Center For Security On Campus National Crime Prevention Council R.A.D. Rape Aggression Defense Program How to Report a Crime

6.5.02 Forms of Crime Prevention

The trainee shall give examples of general forms of crime prevention, including:

- | | |
|---|--|
| <p>A. Advice concerning mechanical and electronic devices (alarms, locks, and target hardening)</p> <p>B. Control of conditions (lighting, access, and architecture)</p> <p>C. Public awareness</p> | <p>D. Property identification (marking, engraving, etc.)</p> <p>E. Neighborhood watch programs</p> |
|---|--|

Reference(s):

Case # (If applicable)

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments (field will expand automatically)

Additional Information:**6.5.02 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)**

☒ N/A

6.5.02 Part B - Agency Training Details (field will expand automatically)

The above information will be read by the trainee and then discussed with the FTO.

6.6 COMMUNITY-ORIENTED/PROBLEM-ORIENTED POLICING (COP/POP)								
6.6.01 Community/Problem Oriented Policing and Community Priorities The trainee shall review and explain the agency's concept of community/problem oriented policing as it relates to community priorities and needs, focusing on specific violations, crimes, or circumstances.								
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
	FTO:				<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play
	Trainee:				<input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Comments <i>(field will expand automatically)</i>								

Additional Information:

6.6.01	Part A - Reference Agency Policies/Procedures, if applicable <i>(600 characters maximum)</i>	<input checked="" type="checkbox"/> N/A
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6.6.01 Part B - Agency Training Details *(field will expand automatically)*

The above / below information will be read by the trainee and then discussed with the FTO.

CSU Channel Islands Police Department Message on Community Involvement

Welcome to the Community Involvement web page for the CSU Channel Islands Public Safety Unit. During the year we host several community events and classes about safety and crime prevention. If you have any questions or suggestions about making our community safer, please call 805-437-8444. To receive Emergency Alerts involving the University Glen Community, follow the links below and sign up today!

CI Alert CSU Channel Islands Emergency Alert System

VC Alert Ventura County Emergency Alert System

Definition of COP Philosophy

Community policing emphasizes proactive problem solving in a systematic and routine fashion. Rather than responding to crime only after it occurs, community policing encourages agencies to proactively develop solutions to the immediate underlying conditions contributing to public safety problems. Problem solving must be infused into all police operations and guide decision-making efforts. Agencies are encouraged to think innovatively about their responses and view making arrests as only one of a wide array of potential responses. A major conceptual vehicle for helping officers to think about problem solving in a structured and disciplined way is the scanning, analysis, response, and assessment (SARA) model.

6.6.02 The Crime Triangle

The trainee shall explain the crime triangle (offender, victim, and location).

<i>Reference(s):</i>					Case # (If applicable)		Incident #	
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
<i>Comments (field will expand automatically)</i>								

6.6.02	Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)	<input checked="" type="checkbox"/> N/A
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6.6.02 Part B - Agency Training Details *(field will expand automatically)*

The above / below information will be read by the trainee and then discussed with the FTO.

The Problem Analysis Triangle

While the SARA model is useful as a way of organizing the approach to recurring problems, it is often very difficult to figure out just exactly what the real problem is. The problem analysis triangle (sometimes referred to as the crime triangle) provides a way of thinking about recurring problems of crime and disorder. This idea assumes that crime or disorder results when (1) likely offenders and (2) suitable targets come together in (3) time and space, in the absence of capable guardians for that target.

Offenders can sometimes be controlled by other people: those people are known as handlers. Targets and victims can sometimes be protected by other people as well: those people are known as guardians. And places are usually controlled by someone: those people are known as managers. Thus, effective problem-solving requires understanding how offenders and their targets/victims come together in places, and understanding how those offenders, targets/victims, and places are or are not effectively controlled. Understanding the weaknesses in the problem analysis triangle in the context of a particular problem will point the way to new interventions.

Problems can be understood and described in a variety of ways. No one way is definitive. They should be described in whichever way is most likely to lead to an improved understanding of the problem and effective interventions. Generally, incidents that the police handle cluster in four ways:

Behavior. Certain behavior(s) is (are) common to the incidents. For example, making excessive noise, robbing people or businesses, driving under the influence, crashing vehicles, dealing drugs, stealing cars. There are many different behaviors that might constitute problems.

Place. Certain places can be common to incidents. Incidents involving one or more problem behaviors may occur at, for example, a street corner, a house, a business, a park, a neighborhood, or a school. Some incidents occur in abstract places such as cyberspace, on the telephone, or through other information networks.

Persons. Certain individuals or groups of people can be common to incidents. These people could be either offenders or victims. Incidents involving one or more behaviors, occurring in one or more places may be attributed to, for example, a youth gang, a lone person, a group of prostitutes, a group of chronic inebriates, or a property owner. Or incidents may be causing harm to, for example, residents of a neighborhood, senior citizens, young children, or a lone individual.

Time. Certain times can be common to incidents. Incidents involving one or more behaviors, in one or more places, caused by or affecting one or more people may happen at, for example, traffic rush hour, bar closing time, the holiday shopping season, or during an annual festival.

There is growing evidence that, in fact, crime and disorder does cluster in these ways. It is not evenly distributed across time, place, or people. Increasingly, police and researchers are recognizing some of these clusters as:

Repeat offenders attacking different targets at different places.

Repeat victims repeatedly attacked by different offenders at different places.

Repeat places (or hot spots) involving different offenders and different targets interacting at the same place.

The Problem Analysis Triangle was derived from the routine activity approach to explaining how and why crime occurs. This theory argues that when a crime occurs, three things happen at the same time and in the same space:

- a suitable target is available.
- there is the lack of a suitable guardian to prevent the crime from happening.
- a motivated offender is present.

6.6.03 Working with the Community to Solve Problems

The trainee shall describe the advantages of working with the community to find solutions to problems related to community safety and quality of life issues.

Reference(s):					Case # (If applicable)	Incident #		
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments (field will expand automatically)								

Additional Information:

6.6.03 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)

☒ N/A

6.6.03 Part B - Agency Training Details *(field will expand automatically)*

The above / below information will be read by the trainee and then discussed with the FTO.

The Key Elements of Problem-Oriented Policing

A problem is the basic unit of police work rather than a crime, a case, calls, or incidents. A problem is something that concerns or causes harm to citizens, not just the police. Things that concern only police officers are important, but they are not problems in this sense of the term. Addressing problems means more than quick fixes: it means dealing with conditions that create problems. Police officers must routinely and systematically analyze problems before trying to solve them, just as they routinely and systematically investigate crimes before making an arrest. Individual officers and the department as a whole must develop routines and systems for analyzing problems.

The analysis of problems must be thorough even though it may not need to be complicated. This principle is as true for problem analysis as it is for criminal investigation. Problems must be described precisely and accurately and broken down into specific aspects of the problem. Problems often aren't what they first appear to be. Problems must be understood in terms of the various interests at stake. Individuals and groups of people are affected in different ways by a problem and have different ideas about what should be done about the problem. The way the problem is currently being handled must be understood and the limits of effectiveness must be openly acknowledged in order to come up with a better response.

Initially, any and all possible responses to a problem should be considered so as not to cut short potentially effective responses. Suggested responses should follow from what is learned during the analysis. They should not be limited to, nor rule out, the use of arrest. The police must pro-actively try to solve problems rather than just react to the harmful consequences of problems. The police department must increase police officers' freedom to make or participate in important decisions. At the same time, officers must be accountable for their decision-making.

The effectiveness of new responses must be evaluated so these results can be shared with other police officers and so the department can systematically learn what does and does not work. (Michael Scott and Herman Goldstein 1988.) The concept of problem-oriented policing can be illustrated by an example. Suppose police find themselves responding several times a day to calls about drug dealing and vandalism in a neighborhood park. The common approach of dispatching an officer to the scene and repeatedly arresting offenders may do little to resolve the long term crime and disorder problem. If, instead, police were to incorporate problem-oriented policing techniques into their approach, they would examine the conditions underlying the problem. This would likely include collecting additional information—perhaps by surveying neighborhood residents and park users, analyzing the time of day when incidents occur, determining who the offenders are and why they favor the park, and examining the particular areas of the park that are most conducive to the activity and evaluating their environmental design characteristics. The findings could form the basis of a response to the problem behaviors. While enforcement might be a component of the response, it would unlikely be the sole solution because, in this case, analysis would likely indicate the need to involve neighborhood residents, parks and recreation officials and others.

Problem-oriented policing can be applied at various levels of community problems and at various levels in the police organization. It can be applied to problems that affect an entire community, involving the highest level of police agency, government, and community resources. It

can be applied at intermediate levels (for example, a neighborhood or a police district), involving an intermediate level of resources. Or it can be applied at a very localized level (for example, a single location or a small group of problem individuals), involving the resources of only a few police officers and other individuals.

6.6.04 Leadership in Community-Developed Problem Solving

The trainee shall demonstrate leadership in facilitating, assisting, and motivating community members to develop solutions to their problems.

Reference(s):						Case # (If applicable)		Incident #	
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?	
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date		
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	
Trainee:									
Comments (field will expand automatically)									

Additional Information:

6.6.04	Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)	<input checked="" type="checkbox"/> N/A
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6.6.04 Part B - Agency Training Details (field will expand automatically)

The above information will be read by the trainee and then discussed with the FTO.

6.6.05 Problem-Solving Model

The trainee shall explain the agency's problem-solving model [e.g., The SARA Model (Scanning, Analysis, Response and Assessment)], and be able to:

- | | |
|---|---|
| A. Learn the service needs and demands in their patrol area | D. Develop plans with citizens to address crime and disorder problems |
| B. Devise ways to manage information gathered from various community sources | E. Work with citizens to assess the results of their efforts |
| C. Learn how to identify crime and disorder problems, and distinguish them from incidents | |

Reference(s):

Case # (If applicable)

Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments (field will expand automatically)

Additional Information:

6.6.05 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)

☒ N/A

6.6.05 Part B - Agency Training Details *(field will expand automatically)*

The above / below information will be read by the trainee and then discussed with the FTO.

The SARA Model

A commonly used problem-solving method is the SARA model (Scanning, Analysis, Response and Assessment). The SARA model contains the following elements:

Scanning:

- Identifying recurring problems of concern to the public and the police.
- Identifying the consequences of the problem for the community and the police.
- Prioritizing those problems.
- Developing broad goals.
- Confirming that the problems exist.
- Determining how frequently the problem occurs and how long it has been taking place.
- Selecting problems for closer examination.

Analysis:

- Identifying and understanding the events and conditions that precede and accompany the problem.
- Identifying relevant data to be collected.
- Researching what is known about the problem type.
- Taking inventory of how the problem is currently addressed and the strengths and limitations of the current response.
- Narrowing the scope of the problem as specifically as possible.
- Identifying a variety of resources that may be of assistance in developing a deeper understanding of the problem.
- Developing a working hypothesis about why the problem is occurring.

Response:

- Brainstorming for new interventions.
- Searching for what other communities with similar problems have done.
- Choosing among the alternative interventions.
- Outlining a response plan and identifying responsible parties.
- Stating the specific objectives for the response plan.
- Carrying out the planned activities.

Assessment:

Determining whether the plan was implemented (a process evaluation).
Collecting pre– and post–response qualitative and quantitative data.
Determining whether broad goals and specific objectives were attained.
Identifying any new strategies needed to augment the original plan.
Conducting ongoing assessment to ensure continued effectiveness.

See next page for Attestation

Part 5 – Section 6: Community Relations/Professional Demeanor

ATTESTATION FOR SECTION 6

TO ENTER YOUR ELECTRONIC SIGNATURE:

- Click on the 'X' in the signature line to activate the signature field > Right click and select "Sign" from the menu.
- Click on "Select Image" > Locate your signature file > Click "Open" to place your signature (date appears automatically).
- Enter your full name next to your signature.

YOUR ELECTRONIC SIGNATURES VERIFY that the Field Training Officer (FTO) and Trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the Trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The Trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the Trainee.
4. The final evaluation of the Trainee's performance for this portion of the Field Training Program were approved by the FTO(s) and accepted by the Trainee.

Primary Field Training Officer:

X

Print Full Name: _____

Trainee:

X

Print Full Name: _____

IMPORTANT: After signing the Attestation, the file will be "locked" and **CANNOT BE MODIFIED**. If you need to make changes, both signatures must be removed and re-entered after the final revisions have been made.

To remove the electronic signature: Right click on the signature line > Select "Remove" from the menu.

See the following pages for Instructions to Administrators and FTOs

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO ADMINISTRATORS

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section is provided as a separate file on the POST website (<https://www.post.ca.gov/field-training--police-training.aspx>). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. **Set up:** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. **Front cover (optional):** To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. **For each section (1–18):**
 - a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
 - b. Below each table:
Part A: Enter applicable references from your agency's Policies & Procedure Manual.
Part B: Enter your agency's training details.
4. **After completing ALL sections (1–18),** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
 - 1) **Your completed FTP Guide**
 - 2) **FTP Approval Checklist** ([POST Form 2-230](#))
NOTE: Guides submitted without this form will NOT be reviewed.
 - 3) **Your Department's Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:
Commission on POST
860 Stillwater Road, Suite 100
West Sacramento, CA 95605
Attn: Phil Caporale – BTB
6. You will receive status notification within 90 days from the date received.

See next page for Instructions to Field Training Officers

How to Complete Part 5 (Sections 1–18)

INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5. Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency's Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. **Set up:** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. **Tracking your training sessions:**
 - a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
 - b. Enter any note-worthy comments related to the trainee's performance.
3. **If trainee requires remedial training:**
 - c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
 - d. Enter any additional note-worthy comments related to the trainee's performance.
4. **Attestation:** After all competencies have been performed, including any remedial training, the primary FTO and Trainee **MUST** enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

End Section