PORTLAND POLICE BUREAU
TRAINING DIVISION

PORTLAND POLICE BUREAU
Training Complex

2017-2 IN-SERVICE TRAINING
Evaluation of General In-Service Training for Tenured Officers

July 2018

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The purpose of the In-service is to receive training pertaining to officers' state re-certification and OSHA requirements, the maintenance of perishable skills, new trends and equipment, updates on policy and procedural changes, and advanced law enforcement training. In general, skills perish over time when they are not used regularly. Law enforcement faces a particular challenge as they are forced to make split-second decisions in circumstances that are tense, uncertain, and rapidly evolving. These decision points are analyzed through the totality of the circumstances and the reasonableness of the officer's actions. Continual training is critical for ensuring that officers can perform at their best under these unpredictable and complicated circumstances.

Every year there are numerous more identified training needs for In-service than training hours, which brings an additional challenge to the training managers as they balance the prioritizing of training needs and maximizing training time. The 2017-2 In-service was a two day training for all sworn Portland Police Bureau members. The 2017-2 In-service provided refresher training in core law enforcement skills, medical training, scenario training, and updates in directives. Emphasis was placed on rendering aid, interactions involving a mental health component, de-escalation, and use of force decision making in the scenarios. These topic areas were derived from the Chief's Office, external auditor reports, Training Division lead instructors and management, and the formal needs assessment process.

Figure 1: 2017-2 In-service	
Class Session	Number of Hours
Chief's Hour	1.5
Control Tactics: Takedowns	2
Crowd Control	1
Employee Assistance Program	1
Firearms and Conducted Electronic Weapon	2
Patrol Tactics Scenarios: Disturbance with a Medical Need, Rescue, Domestic Violence Crisis and Barricade, Call Regarding a Subject with a Warrant	2
Patrol Tactics: Trauma Emergency Casualty Care	2
Pursuit Policy	1.5
Use of Force	4

The In-Service Evaluation Process

The Training Division utilizes multiple research methodologies within the Kirkpatrick Model of training evaluation for evaluating the effectiveness and impact of training. For In-service, the evaluation process includes examining the quality of the training event, student learning, the relevancy of the material, and related on-the-job outcomes. This includes the use of student feedback surveys, observation, instructor feedback, learning assessments, and several data sources pertaining to on-the-job outcomes (for example, use of force data, pursuit data, misconduct complaint data, etc.). In addition, knowledge of other training program evaluation findings sometimes provide further insight during the In-service

evaluation process. The training evaluation process utilizes a mixed-method approach, with the analysis integrating the findings from various sources of information to form a more comprehensive perspective.
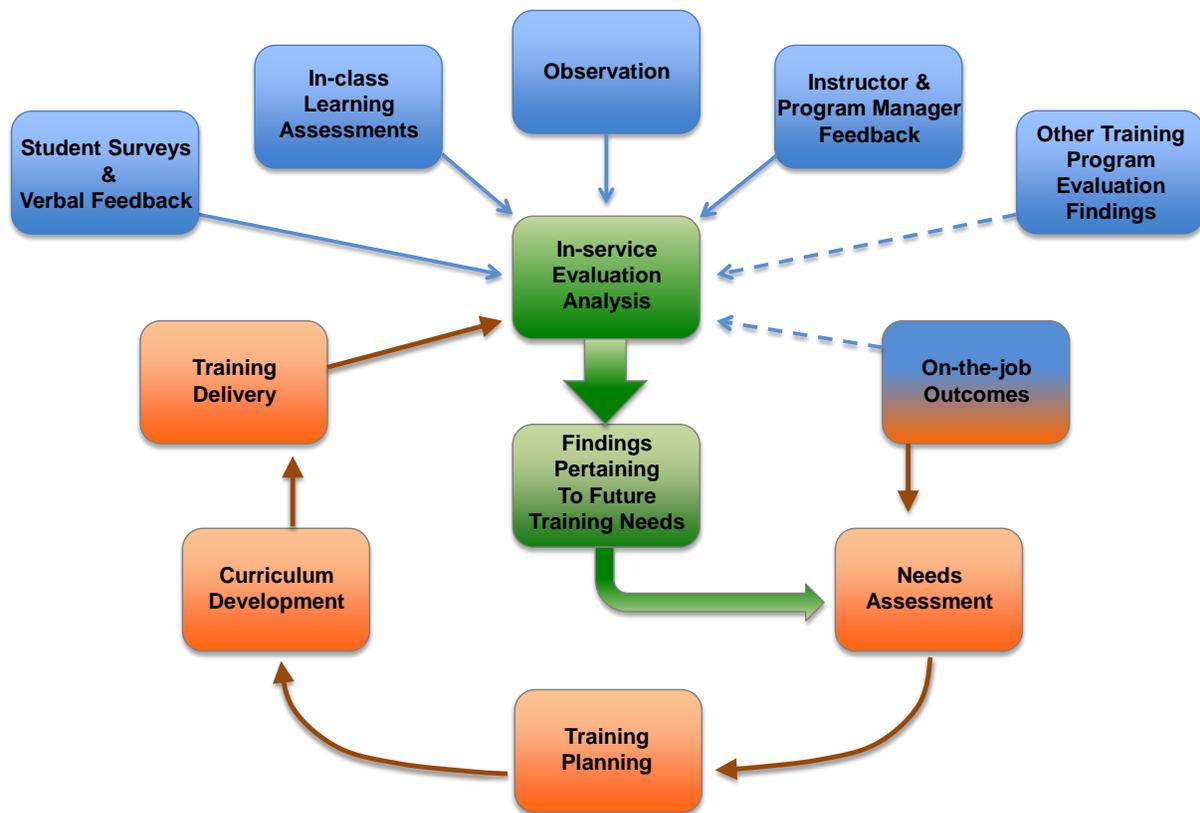

Figure 2. In-Service Training Evaluation Process

This flowchart for the In-service training evaluation process demonstrates the various sources of information that currently flow into the initial In-service evaluation analysis, which lead to findings pertaining to future training needs, the needs assessment process, training planning, curriculum development, and training delivery. Although the Training Division has always conducted training evaluation and needs assessments informally, it began formalizing these processes in 2013. Some of the goals of formalizing these systems is to:

- Increase ease and efficiency in training planning.
- Provide more comprehensive and streamlined feedback loops to training managers regarding what is working well in the training environment, as well as on the job.
- Maximize the use of training time.
- Enhance uniformity between training and organizational level expectations and goals.

Report Purpose

This report provides the survey and in-class learning assessment results for the 2017-2 In-service classes. It also incorporates many instructor observations and documents how the Portland Police Bureau

assesses job outcomes pertaining to the main learning objectives. The Training Division utilizes these findings to inform the annual training needs assessment, future curriculum development, instruction, and training planning. The Training Division continues to develop its training evaluation processes and related reporting.

Overview

A revision of the Use of Force Directive 1010.00 was released on July 21, 2017. This four hour class provided members a review of the policy changes. It is divided into two sections: operational and administrative. The class is conducted through lecture supported by slide show and directed discussion. Knowledge checks were included throughout to assess member learning.

This class was offered to reinforce the release of the new 1010.00 Directive and corresponding knowledge check conducted prior to In-service. The need for this refresher arose from feedback from the Chief's Office, policy team, and external stakeholders, and was reflected in the 2016 Annual Training Needs Assessment.

Related Laws/Directives

- 1010.00 Use of Force

Learning/Performance Objectives

- Identify the updates to Policy 1010.00

- Articulate when officers may use force under Directive 1010.00

- Articulate under what circumstances officers may use deadly force under Directive 1010.00

- Recognize that the Bureau is dedicated to applying de-escalation skills to attempt to reduce the force necessary to resolve confrontations

- Recognize that the Bureau places a high value, when practical, on resolving confrontations with less force than the maximum allowed by law

- Recognize that members must take into consideration a person's mental status during confrontations and reasonably balance governmental interest with providing care

- Recognize the necessary requirements to document the force that was used

- Identify the Categories of Force, the types of force in each category and the review associated with each category

In-Class Learning Assessments

Two clicker style remote knowledge checks[1] were administered during this class, one covering various aspects of the directive[2] and the other focused on identifying force categories (1, 2, 3, 4, or no force) in

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[1] These results are transmitted through a program called Qwizdom ActionPoint which works in conjunction with Microsoft PowerPoint and allows the instructors to see immediate results of how the class answered the questions. The results are tied to each class, but not identifiable to any one individual. The purpose of the use of this system is to keep students engaged and allow the instructor to see the results to give immediate feedback and correction. While the data collected is able to tell how many people scored well on the questions, the Training Division did not set the system up to identify which officer missed particular questions or which officer(s) failed to participate.

[2] See Appendix A for these test questions and answers.

various scenarios. In addition, at the end of the training day an online individual test was administered, which included questions about the Use of Force, Pursuit, and Crowd Control Directives[3].

In-Class Knowledge Check One: Use of Force Directive

There were 17 questions in total. These questions were developed by the Training Division's Instructors in conjunction with the Curriculum Development Unit of the Training Division. The questions consisted of 14 multiple choice questions and 3 true/false questions. The questions covered various aspects of the directive, such when use of force is justified, defining de-escalation, the use of warnings, and the use of the Conducted Electronic Weapon in crowd control situations.

Results

Overall, 791 officers answered the clicker questions. Of those officers, 707 (89.4 percent) answered 2 or fewer questions incorrectly and 7.7 percent answered 3 questions incorrectly. The highest number of questions missed was 7. The chart below shows the distribution of the number of questions missed. Due to technical difficulties, two sessions (73 out of the 791 officers) only had the opportunity to answer 16 questions instead of 17. These sessions were the first two sessions of in-service.

Questions Missed per Individual

Number of Questions Missed	Frequency
0	190
1	322
2	195
3	61
4	17
5	4
6	1
7	1
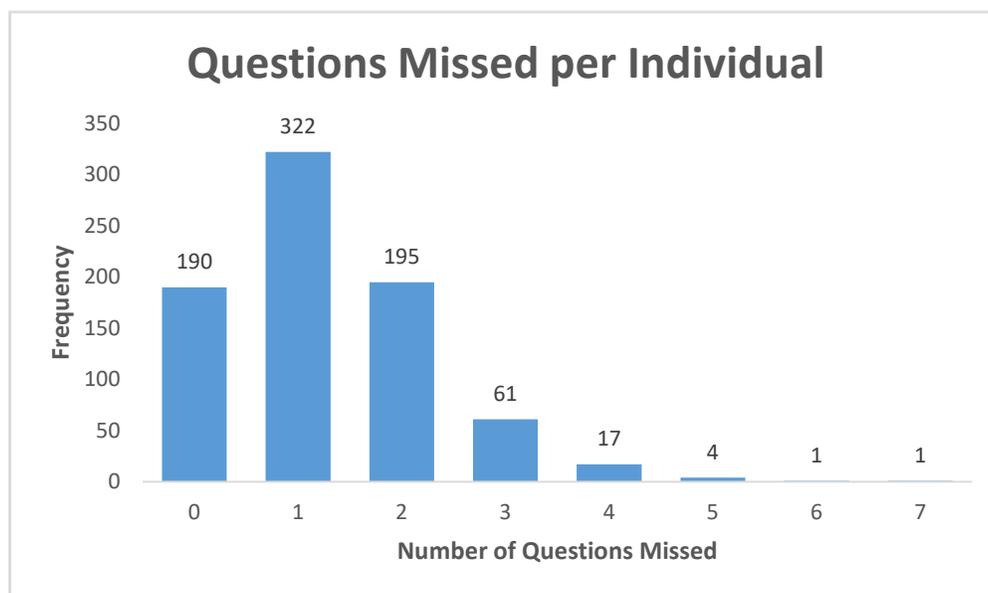
The most commonly missed question was question 2, which was missed by 54.6 percent of the attendees. This question asked "Which is the new standard for giving a warning?" The correct answer was "if feasible", however 421/779 students answered "Unless it would present a danger". This question presented problems based on the way it was written because both the answer "if feasible" and "unless it would present a danger" are correct. Instructors used this question to spur discussion about the specifics of when a warning should be given. Between the two answers, 99.5 percent of students had a correct answer.


[3] See Appendix B for these test questions and answers.

Question 8 was the next most missed question. It asked "Which is not a de-escalation skill". The options were: Attempting to gain time and options, a "walk away", moving to a safer position, and verbal techniques to calm someone. The majority of the students chose the correct answer of a 'walk away" (86.2 percent). A "walk away" is considered disengagement. The immediate feedback on the clicker question answers allowed for good class discussion surrounding de-escalation.

Two additional questions were missed by more than 10% of respondents. Question 14 and question 17 were both missed by 80 respondents. Question 14 asked "Members may use deadly force to protect themselves or others from what they _____ to be an immediate threat of death or serious injury." The correct answer of "reasonably believe" was selected by 89.7% of respondents. Of the 80 people respondents who got this question wrong, 79 of them chose "have probable cause."

Question 17 asked students to identify out of four choices when members are not required to summon for medical help. The correct answer was "CEW drive stun only" and was correctly selected by 89.6% of respondents. Of the 80 people who selected the wrong answer 51 chose "CEW with probes attached," 25 selected "Complaint of injury," and 4 selected "Excited delirium." After review of these questions there did not appear to be any problem with either of the questions themselves as the correct answer was chosen by 89.7% (question 14) and 89.6% (question 17).

The following graphs show the frequency and proportion of correct answers for each question.

Correct vs Incorrect Responses
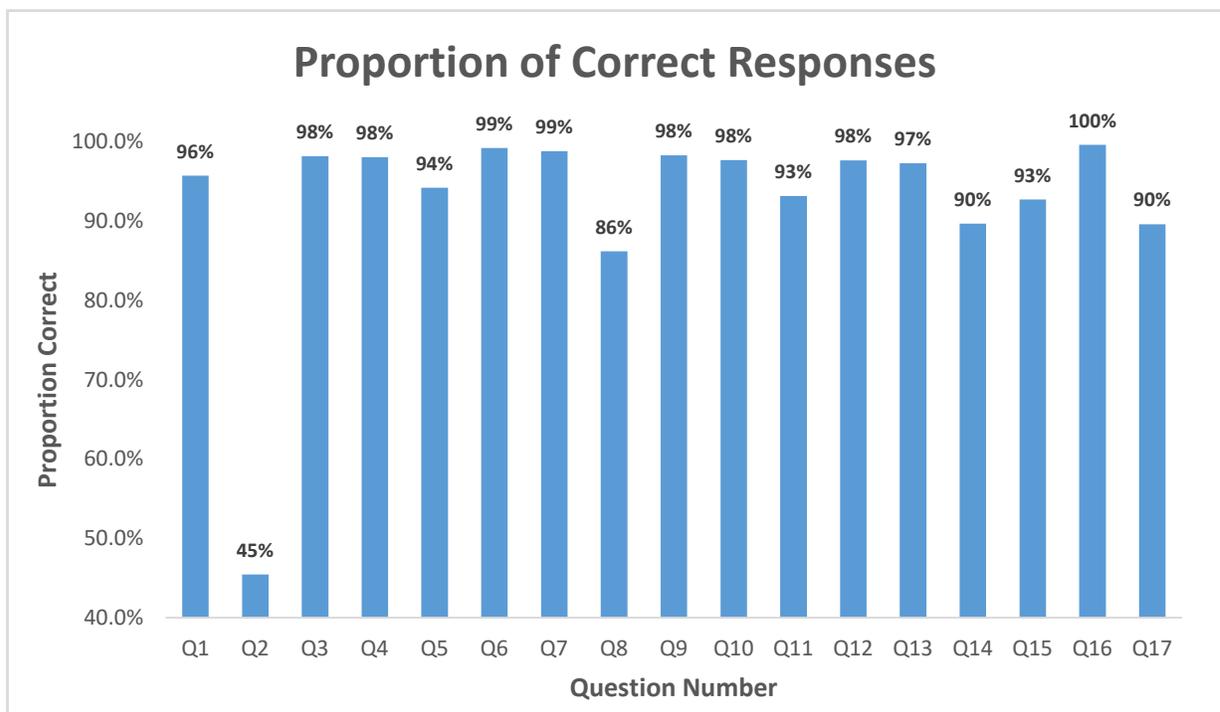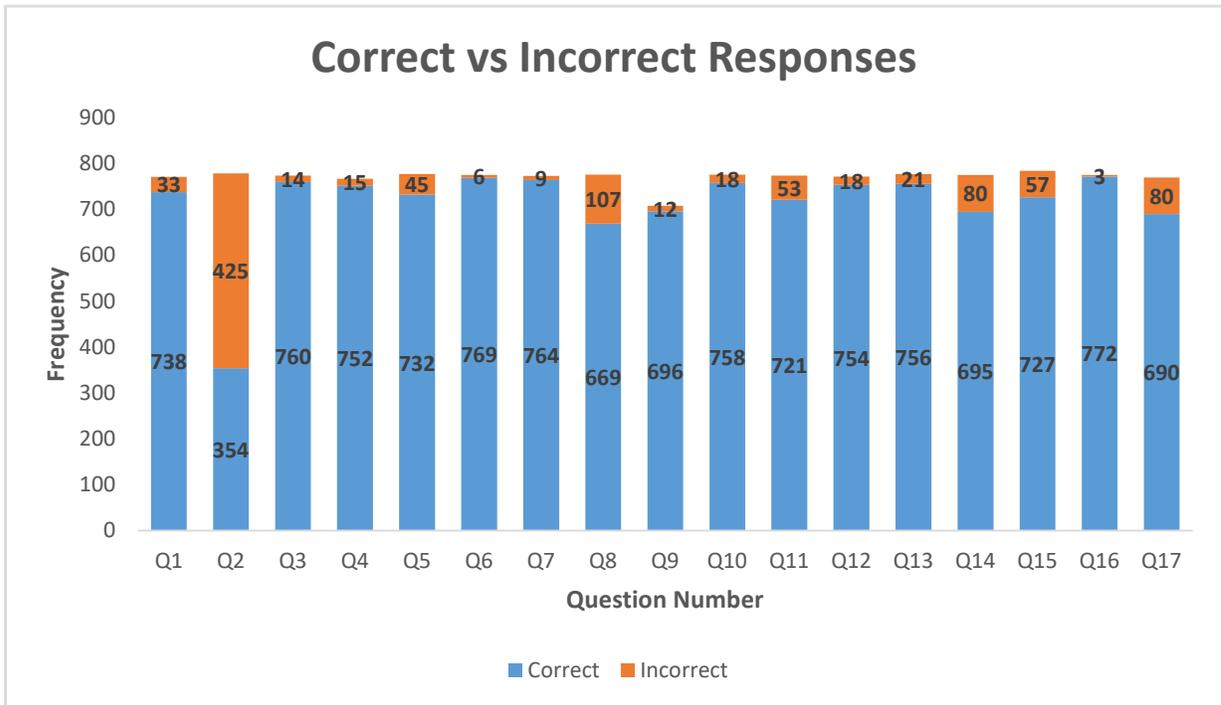
In-Class Knowledge Check Two: Applied Force Categories

During the presentation, students were shown a series of 7 videos that were developed and filmed by instructors and staff of the Training Division. Students were asked to identify what level of force was shown in each video based on information given prior to showing the video and the video itself. There were 7 videos in total. The videos showed scenarios in which use of force may or may not have been applied, and after each video, the respondents were asked to identify which category of force was shown in the video. There were 5 possible answers for each question: one for each of the four categories of force (I-IV) and one for no force.

Results

Overall, 800 officers answered the clicker questions. Of these 800 officers, 89.88 percent missed two or fewer questions, and 8.12 percent missed exactly three questions. Only 2 percent of the students missed more than half of the questions. The following chart shows the distribution of the number of questions missed. Due to technical difficulties, 94 out of the 800 officers only had the opportunity to answer 6 questions instead of 7.

Questions Missed per Individual

A histogram titled "Questions Missed per Individual" with Frequency on the vertical axis (0 to 350) and Number of Questions Missed on the horizontal axis (0 to 7). Bar values: 0 missed = 238, 1 missed = 290, 2 missed = 191, 3 missed = 65, 4 missed = 13, 5 missed = 3, 6 missed = 0, 7 missed = 0.
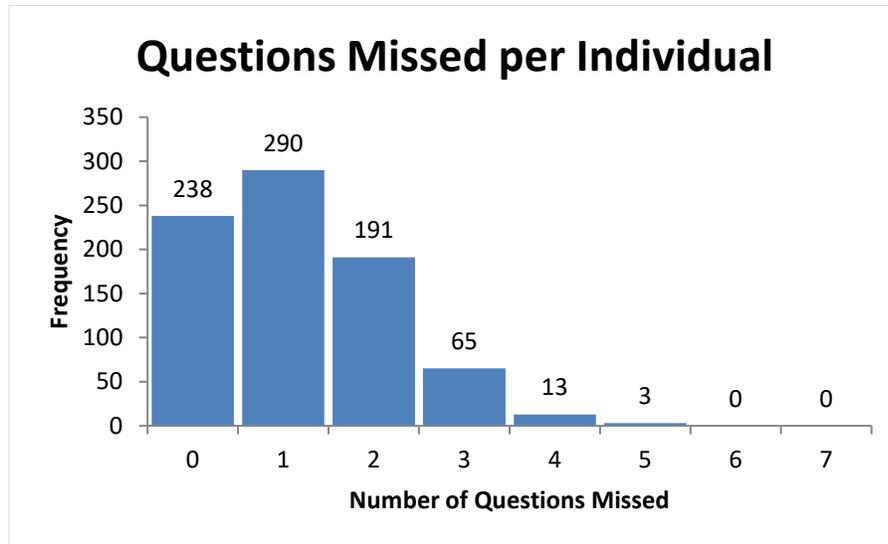
The most commonly missed question was question 6, which was missed by 29.2 percent of the attendees. The scenario showed two police officers performing a takedown on someone with a warrant for their arrest, who isn't complying with the officers' requests. The subject has no weapons, and there were no additional charges. This scenario was the same as scenario 5, but the officers did not completely control the descent all the way to the ground, which resulted in a greater chance of injury than in scenario 5. The correct answer to this question was that this was a category III use of force, as opposed to scenario 5 which was a category IV.

Questions 1, 2, and 7 were the next most commonly missed questions, each one being missed by approximately 20 percent of the officers (plus or minus 3 percent). Both scenarios 1 and 2 showed two officers handcuffing and arresting a subject for a shoplifting charge. In the second scenario, there was more resistance by the person being detained than there was in the first scenario; however, in both scenarios no force was needed, and the subject complied after being ordered to stop resisting. For both of these questions, the most common incorrect answer was category IV use of force. Scenario 7 involved someone who appears to be suffering from a mental health crisis, but showed active aggression towards the two officers on the scene. One of the officers used their ECW on the subject. The correct answer was that this was a category II use of force, but the most common incorrect answer was that it was a category III use of force.

Clicker Results: Proportion of Correct Responses
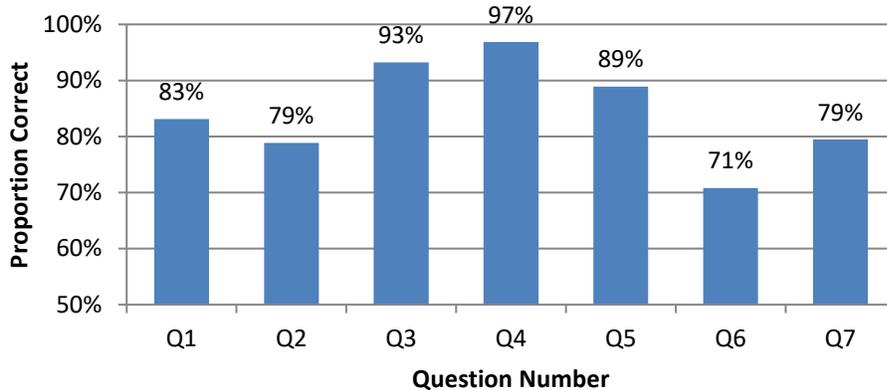
Proportion Correct

Q1	Q2	Q3	Q4	Q5	Q6	Q7
83%	79%	93%	97%	89%	71%	79%

Question Number

Clicker Results: Correct vs Incorrect Responses

Frequency

■ Incorrect
■ Correct

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Incorrect	132	167	51	25	81	227	162
Correct	649	624	701	769	650	551	628

Question Number
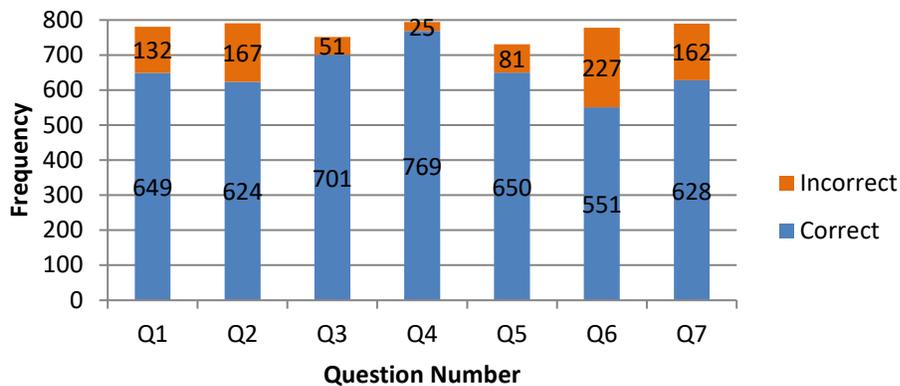
End of Day Directive Test

The end of the day knowledge exam included eleven questions pertaining to various aspects of the Use of Force Directive. Some of the questions were repeated from those used during the in-class directive knowledge check utilizing the clicker response remotes.

Results

Out of the eleven questions, only one was more commonly missed in part. This question had two correct answers. All but one student correctly identified that you needed to give a warning to the suspect you were going to use force against, but 109 students (14 percent) did not identify that you also need to warn other sworn members.

Survey Results: Student Feedback

Fifteen survey items pertaining to the 2017-2 In-service Use of Force training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, the level of challenge the training provided, the pace of the training, and whether the training increased their understanding and confidence in applying the current Use of Force Directive on the job.

Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (52 percent strongly agree, 45 percent agree), were knowledgeable in the topic (57 percent strongly agree, 39 percent agree), presented the material at an appropriate level (49 percent strongly agree, 44 percent agree), gave clear and to the point examples (47 percent strongly agree, 43 percent agree), checked to make sure the students understood the material along the way (50 percent strongly agree, 42 percent agree), and allotted enough time for questions (47 percent strongly agree, 43 percent agree). Overall, most students felt that the interaction between the trainer and the class was positive (50 percent strongly agree, 43 percent agree) and that the class was a good use of their training time (45 percent strongly agree, 41 percent agree).

Most students felt that the course content was about right (83 percent) in difficulty, and that the pace of the class was just right (79 percent). The students had more varied responses regarding the trainer's use of instructional technology (59 percent above moderate, 28 percent moderate, 12 percent below moderate). As for learning goals, most students felt that they learned at least a moderate amount about the changes to the use of force directive (31 percent moderate, 63 percent above moderate), how to apply the use of force directive (30 percent moderate, 60 percent above moderate), and about the use of force reporting requirements (28 percent moderate, 66 percent above moderate).The majority of the students felt confident in their ability to apply the new directive (31 percent very confident, 21 percent moderate, 43 percent somewhere in between).

Use of Force n = 593							
	Strongly Disagree	**Disagree**	**Slightly Disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**	**Missing**
The trainer(s) were well organized and well prepared.	1%	0%	0%	2%	45%	52%	10
The trainer(s) were knowledgeable in the topic.	2%	0%	0%	2%	39%	57%	10
The trainer(s) presented the material at a level that was appropriate for me.	1%	0%	1%	4%	44%	49%	10
The trainer(s) gave examples that were clearly to the point.	1%	1%	1%	7%	43%	47%	11
The trainer(s) checked to see that we understood the material along the way.	1%	1%	1%	6%	42%	50%	11
Enough time was alloted for questions and discussion.	2%	1%	2%	6%	43%	47%	9

Use of Force n = 593	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
Overall, the interaction between the trainer and the class was positive.	1%	0%	1%	5%	43%	50%	9
The class was a good use of my training time.	1%	1%	3%	9%	41%	45%	12

Use of Force n = 593	Too Basic		About Right		Too Advanced	Missing
For myself, the course content was:	1%	5%	83%	10%	0%	18
Two people (0%) responded by circling both "About Right" and the option above it						

Use of Force n = 593	Too Slow		Just Right		Too Fast	Missing
For myself, the pace of the class was:	3%	9%	79%	7%	2%	19
One person (0%) responded by circling both "Just Right" and the option below it. Two people (0%) responded by circling both "Just Right" and the option above it.						

Use of Force n = 593	Excellent		Moderate		Poor	Missing
Rate the trainer's use of instructional technology:	32%	27%	28%	11%	1%	15
Two people (0%) responded by circling both "Excellent" and the option below it. Two people (0%) responded by circling both "Moderate" and the option below it. One person (0%) responded by circling both "Poor" and the option above it.						

Use of Force n = 593						
	Learned Very Little		Moderate		Learned A Lot	Missing
From this class, how much did you learn about the new changes to the Use of Force Directive?	1%	4%	31%	35%	28%	15
How much did you learn about applying the Force Directive to making good force decisions on the streets?	3%	7%	30%	37%	23%	17
How much did you learn about new Use of Force reporting requirements?	1%	5%	28%	37%	29%	18
One person (0%) responded by circling both "Learned A Lot" and the option below it on the first question. Two people (0%) responded by circling both "Moderate" and the option above it on the first question. One person (0%) responded by circling both "Moderate" and the option above it on the third question.						

Use of Force n = 593						
	Not Very Confident		Moderate		Very Confident	Missing
How confident are you in your ability to apply the new Directive?	1%	3%	21%	43%	31%	15
Two people (0%) responded by circling both "Moderate" and the option below it. Five people (1%) responded by circling both "Moderate" and the option above it. Two people (0%) responded by circling both "Very Confident" and the option below it.						

Related On-the-Job Outcomes

All use of force results in a Force Data Collection Report and After Action Report. The After Actions are reviewed through supervisory, Inspector, and the Training Division's evaluation processes. This includes an examination for alignment with policy, decision making, and tactical application. This information is reviewed and incorporated into the needs assessment process.

Any discharges of a firearm involving a human encounter results in a FDCR and an extensive officer-involved shooting investigation being completed. These investigations include an examination of whether the officer's actions were within policy, the tactical usage of the firearm, and the use of force decision making, including whether the officer's actions precipitated the use of force. The FDCR data and officer involved shooting cases are reviewed by the Training Division. Findings pertaining to training needs for the In-service population are incorporated into the needs assessment process.

Summary

The findings support this class was well conducted and received overall, and increased knowledge of the current Use of Force Directive and related on the job applications. The findings support the need to continue to reinforce the application of the use of force directive. Some areas that may be beneficial to refresh where appropriate are: when to provide warnings and to whom, defining de-escalation, when to use deadly force, identifying the force categories (for supervisors only), and when summoning medical help is not required.

Overview

This class was developed for In-Service 2017 to provide updates on the revised crowd control policy 635.10. The Portland Police Bureau recognizes that the City of Portland has a tradition of free speech events. It is the policy of the Portland Police Bureau to uphold constitutional rights of free speech and assembly. The Bureau accomplishes this by applying the appropriate level of coordination, direction, guidance and, when necessary, control to protect life and property and to maintain public peace and order.

Actions or behavior involving trespassing, destruction of property, disruption of transportation, unlawful use of amplification devices, assaults and disturbances of the peace are not protected by the First Amendment. It is the intention of the Portland Police Bureau to have a police force trained to respond to all events involving crowds in a thoughtful and professional manner.

The need for this training arose from DOJ Agreement priorities, changes in PPB Directives, and feedback from precinct command staff reflected in the 2017 Annual Training Needs Assessment Report.

Related Laws/Directives

- 635.10 Foot Pursuits

- 1010.00 Use of Force

- ORS 181A.250 Specific Information not to be Collected or Maintained

Learning/Performance Objectives

- Define the key terms of the policy

- Explain goals of Policy

- Identify changes in Procedures

In-Class Learning Assessments

No in-class learning assessments were conducted during this training session.

End of Day Directive Test

The end of the day knowledge exam included two questions pertaining to the Crowd Control Directive.

Results

Two questions were missed more often than the rest. The first one had two correct answers. All but 7 of the students correctly identified that using a canine during crowd dispersal was against policy. One

hundred twenty-three students (17 percent) did not correctly identify that it is against directive to use a CEW during crowd dispersal.

The other question asked the students "Which crowd control tactic would be appropriate in a situation where a few people show up to a planned protest holding baseball bats?" The correct answer was "pre-emptive removal", answered correctly by 79 percent of the students. The majority of the students who chose an incorrect answer chose "targeted force against those with weapons" (15 percent), followed by "containment of crowd" (5 percent), and lastly by "dispersal of crowd" (1 percent).

Survey Results: Student Feedback

Eleven survey items pertaining to the 2017-2 In-service Crowd Control training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, the level of challenge the training provided, and the pace of the training.

Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (45 percent strongly agree, 48 percent agree), were knowledgeable in the topic (58 percent strongly agree, 38 percent agree), presented the material at an appropriate level (45 percent strongly agree, 45 percent agree), gave clear and to the point examples (47 percent strongly agree, 44 percent agree), checked to make sure the students understood the material along the way (44 percent strongly agree, 44 percent agree), and allotted enough time for questions (46 percent strongly agree, 44 percent agree). Overall, most students felt that the interaction between the trainer and the class was positive (45 percent strongly agree, 46 percent agree) and that the class was a good use of their training time (32 percent strongly agree, 39 percent agree, 15 percent slightly agree).

Most students felt that the course content was about right (72 percent, 18 percent leaning towards it being too basic) in difficulty, and that the pace of the class was just right (78 percent, 15 percent leaning towards it being too basic). The students had more varied responses regarding the trainer's use of instructional technology (50 percent above moderate, 33 percent moderate, 17 percent below moderate).

Crowd Control n = 593							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.* ***	0%	0%	1%	5%	48%	45%	15
The trainer(s) were knowledgeable in the topic.**	0%	0%	0%	4%	38%	58%	16
The trainer(s) presented the material at a level that was appropriate for me.**	0%	1%	2%	7%	45%	45%	15

Crowd Control n = 593	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) gave examples that were clearly to the point.**	0%	0%	1%	10%	44%	45%	18
The trainer(s) checked to see that we understood the material along the way.**	0%	1%	1%	10%	44%	44%	17
Enough time was alloted for questions and discussion.**	1%	1%	1%	7%	44%	46%	18
Overall, the interaction between the trainer and the class was positive.**	1%	1%	2%	6%	46%	45%	16
The class was a good use of my training time.* ***	2%	4%	7%	15%	39%	32%	17

*One person responded by circling both "slightly disagree" and "slightly agree".
**One person responded by circling both "agree" and "strongly agree".
**Two people responded by circling both "agree" and "strongly agree".

Crowd Control n = 593	Too Basic		About Right		Too Advanced	Missing
For myself, the course content was:	4%	14%	72%	9%	1%	21

One person (0%) responded by circling both "About Right" and the option below it.

Crowd Control n = 593	Too Slow		Just Right		Too Fast	Missing
For myself, the pace of the class was:	4%	11%	78%	6%	1%	23

Crowd Control						
n = 593						
	Excellent		Moderate		Poor	Missing
Rate the trainer's use of instructional technology:	28%	22%	33%	12%	5%	21
Two people (0%) responded by circling both "Moderate" and the option below it.						

Related On-the-Job Outcomes

A Special Event After Action is written for every crowd control event. These are reviewed through the chain of command (Sergeant, Lieutenant, Incident Commander, and Chief's Office) as well as by the Professional Standards Division. The Professional Standards Division reviews these cases for future policy, procedure, and/or training recommendations, which are provided to the Chief's Office.

Use of force occurrences during a crowd control incident are documented utilizing the same force forms and review processes as other use of force incidents.

Information from both of these processes is being collected and reviewed during the needs assessment process.

Summary

The findings support this class was well conducted and received overall. Some of the students may have already been fairly familiar with the content, while the majority of the students found it at about the right level of challenge. The findings do not suggest an immediate need for additional training in this area for the In-service audience. However, given the crowd control questions were missed by a fair amount of students, this topic area will be more closely monitored during the needs assessment process and it may be an area to consider for receiving additional reinforcement outside of classroom training.

Overview

Pursuits are a dynamic and rapidly evolving in nature and as a result have inherent safety risks. During this training session, members were provided an update as to when to use pursuits within the new directives. This session utilized slides, video and interactive policy participation to ensure that members were informed of the new policy.

This class was designed to reinforce the directive and knowledge checks released prior to this in-service and respond to the changes in directives and feedback from the use of force audit process reflected in the 2017 Annual Training Needs Report.

Related Laws/Directives

- 630.05 Vehicle Interventions and Pursuits policy

- 1010.00 Use of Force

- 1010.10 Deadly Physical Force

- ORS 820.300 Emergency Vehicles: Exception to Traffic Laws

Learning/Performance Objectives

- Identify when the use of pursuits is within policy

- Recall different pursuit intervention strategies available

- Describe the risk vs benefit concept

- Describe the relationship between ORS 820.300 and our ability to pursue

- Discuss suspects driving behavior and when it meets requirement for pursuit

- Prioritize the information that needs to be updated as often as possible

- Articulate the responsibilities of members in the event of a crash

- Articulate the responsibilities of members entering other jurisdictions

- Identify balancing factors to consider during pursuit

- Recall responsibilities once the pursuit is terminated

- Describe the vehicles that pursuit intervention strategies will not be used on

- Discuss factors for pursuit re-engagement

In-Class Learning Assessments

After the presentation on changes to the directive, students were asked 4 questions using the Qwizdom Actionpoint software[4]. The questions covered areas such as identifying which scenarios would be considered in policy, passengers in vehicles, and factors for complete disengagement of a pursuit[5]. These questions can be found in Appendix C of this report.

Results

Overall, 750 officers answered the clicker questions[6]. Approximately 83 percent of the officers missed one or fewer answers, and approximately 15 percent missed exactly two answers. Only 13 students missed 3 answers and no student missed 4 or 5 answers. The chart below shows the distribution of the number of questions missed.

Questions Answered Incorrectly per Individual

Frequency / Number of Questions Missed

Number of Questions Missed	Frequency
0	208
1	418
2	111
3	13
4	0
5	0
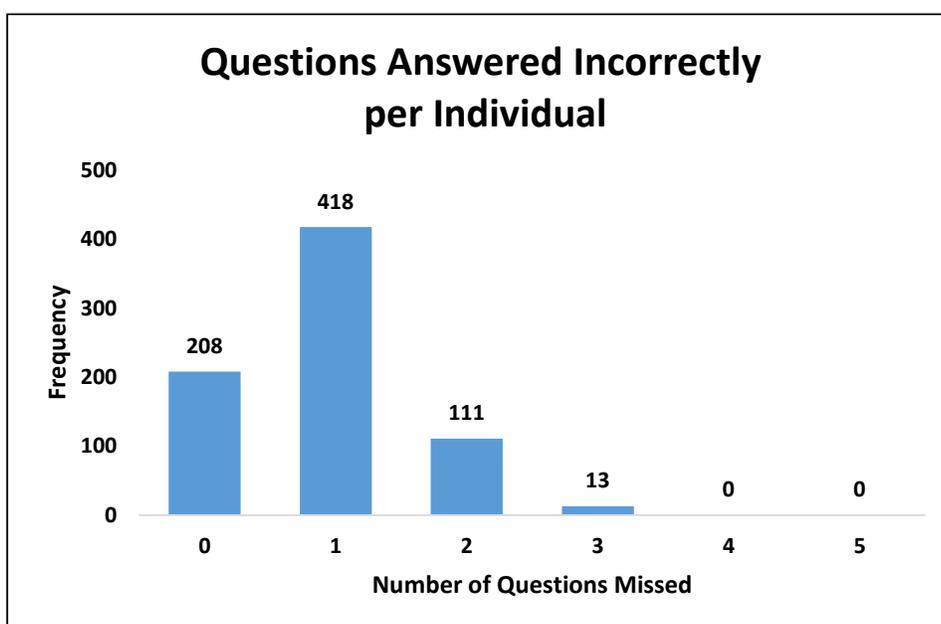
The most commonly missed question was question 1, a question with two correct answers. Question 1 asked students to identify in which scenario a pursuit would be in policy based on the information given

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[4] Qwizdom is a software plug-in used in conjunction with Microsoft PowerPoint that allows instructors to receive instant feedback from the students who use a clicker style remote to choose answers to questions posed by the instructor within the PowerPoint presentation. The results are tied to each class, but not identifiable to any one individual. The purpose of the use of this system is to keep students engaged and allow the instructor to see the results to give immediate feedback and correction. While the data collected is able to tell how many people scored well on the questions, the Training Division did not set the system up to identify which officer missed particular questions or failed to participate.

[5] In the first three sessions of this class the order of the questions and answers were switched. For consistency analysts recoded these questions for this report.

[6] In one class (session 3 on September 15, 2017) there was a problem with the response system not worked correctly which resulted in data not being collected. During that class the questions were still asked and answered, but data was not collected. Additionally during the first session a setting on the clicker system wrote over the data on question 1 when the instructor returned back to that slide to answer a student's question on that part of the policy. This resulted in answers being collected for only a handful of students who answered the question but did not record the data for all of the students who initially answered the question. This has since been corrected for all future courses using the response system.

in the scenario. The two correct answers were answer A "You are patrolling the area with a ride-along when you spot a vehicle wanted in a murder case. You are unable to confirm the driver is the wanted suspect and the driver fails to stop" and answer D "A known suspect in a sex trafficking case has failed to stop. He is obeying traffic signals but is driving about 10 mph over the speed limit. An informant has told detectives the suspect plans to drive to Mexico." Answer "A" was correctly identified by 49 percent of respondents and answer "D" was correctly identified by 73 percent of respondents.

Question 2 was answered correctly by almost all respondents (95 percent). Originally we included two correct answers in this question. However after the first session it was discovered that the wording of the second correct answer was problematic. In the first session question 2 had two correct answers. Feedback received during that session indicated that the answer C was unclear and it was edited. The edits made answer C incorrect changing this from a multiple correct answer to a single correct answer. This allowed students to choose more than one answer if they felt that a pursuit would be within policy in multiple scenarios listed. Of the 679 students who answered this question, 645 chose the correct answer.

Question 3 asked students to identify which passenger is allowed in the vehicle during a pursuit if the vehicle is a non-primary pursuing vehicle. All but 10 students (673/683, 99 percent) correctly answered this question.

Question 4 was the second most missed question with 13 percent (90/693) of students incorrectly answering the question. This question gave a scenario and asked what would allow the pursuit to take place under Directive 630.05. The correct answer was "Supervisor approval under extraordinary circumstances." Of the 90 students who incorrectly answered the question, it was split nearly equally (31 A, 27 B, and 32 D).
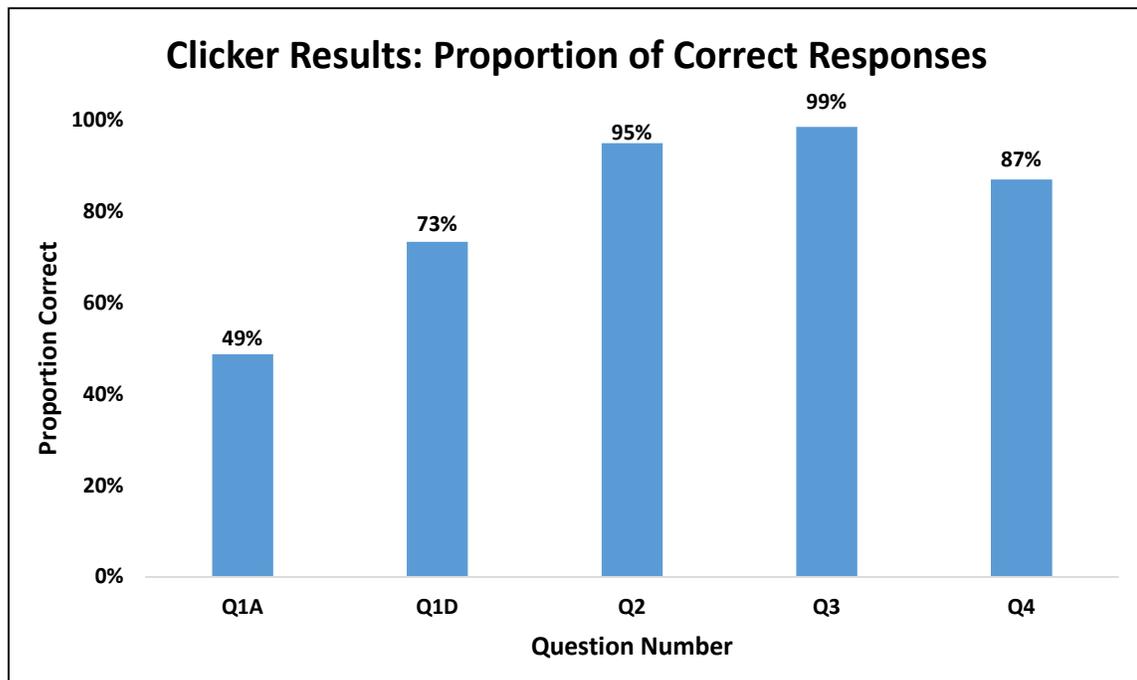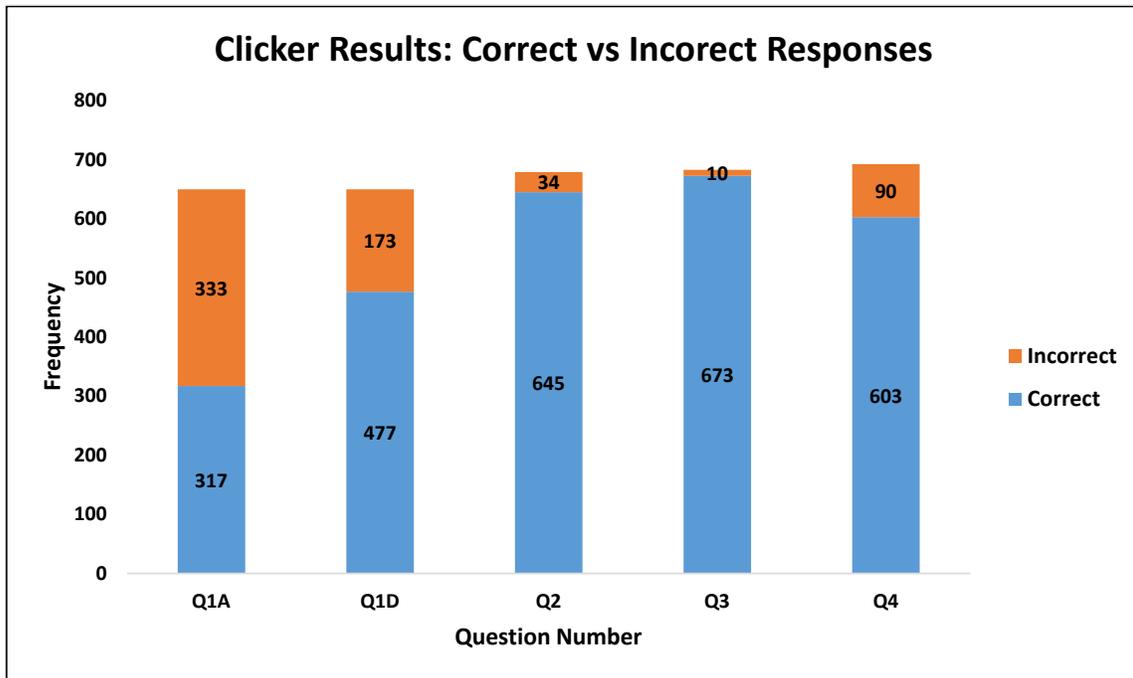
Clicker Results: Proportion of Correct Responses

Clicker Results: Correct vs Incorect Responses

End of Day Directive Test

The end of the day knowledge exam included two questions pertaining to the Pursuit Directive.

Results

Question 12 asked students to identify in which scenario an officer could engage in a vehicle pursuit and be within policy. All but 11 students answered this question correctly with "a known suspect runs over two pedestrians in a crosswalk as he flees from the scene of a crime and refuses to stop." Of the 11 students who missed this question, 8 of the 11 chose "An unknown suspect is driving on Interstate 205 at 65mph and is heading into Washington State. WSP has decided to pick up the pursuit and has taken primary. Two additional WSP units join the pursuit." And 3 students chose "While taking a subject to MCDC an officer comes across the path of another officer pursuing a known robbery suspect."

Question 13 asked students to identify the correct course of action when an unknown murder suspect being pursued by Air One hits a citizen's vehicle at 50mph. All but 77 students correctly answered this question that one unit should disengage to render aid while the other units continue the pursuit. Of the 77 students who missed this question 49 chose "all vehicle units should disengage while Air One follows the suspect vehicle. After aid is rendered vehicle units may reengage." And 28 chose "Units should radio for medical but continue the pursuit." Overall these questions were answered successfully by greater than 90% of students.

Survey Results: Student Feedback

Fourteen survey items pertaining to the 2017-2 In-service Pursuit Directive training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, the level of challenge the training provided, the pace of the training, and

whether the training increased their understanding and confidence in applying the current Pursuit Directive on the job.

Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (46 percent strongly agree, 43 percent agree), were knowledgeable in the topic (48 percent strongly agree, 44 percent agree), presented the material at an appropriate level (46 percent strongly agree, 43 percent agree), gave clear and to the point examples (47 percent strongly agree, 40 percent agree), checked to make sure the students understood the material along the way (49 percent strongly agree, 41 percent agree), and allotted enough time for questions (45 percent strongly agree, 43 percent agree). Overall, most students felt that the interaction between the trainer and the class was positive (54 percent strongly agree, 38 percent agree) and that the class was a good use of their training time (44 percent strongly agree, 39 percent agree).

Most students felt that the course content was about right (84 percent) in difficulty, and that the pace of the class was just right (83 percent). The students had more varied responses regarding the trainer's use of instructional technology (51 percent above moderate, 37 percent moderate, 12 percent below moderate). As for learning goals, most students felt that they learned at least a moderate amount about the changes to the pursuit directive (31 percent moderate, 60 percent above moderate) and about pursuit related reporting requirements (35 percent moderate, 54 percent above moderate).The majority of the students felt confident in their ability to apply the new directive (35 percent very confident, 19 percent moderate, 43 percent somewhere in between).

Pursuit Directive							
n = 593							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.	1%	0%	1%	8%	43%	46%	17
The trainer(s) were knowledgeable in the topic.	0%	0%	1%	7%	44%	48%	19
The trainer(s) presented the material at a level that was appropriate for me.	0%	1%	1%	9%	43%	46%	17
The trainer(s) gave examples that were clearly to the point.	0%	1%	2%	10%	40%	47%	18
The trainer(s) checked to see that we understood the material along the way.	0%	1%	1%	8%	41%	49%	19
Enough time was alloted for questions and discussion.* **	1%	1%	2%	7%	43%	45%	19
Overall, the interaction between the trainer and the class was positive.**	0%	0%	1%	6%	38%	54%	21
The class was a good use of my training time.	1%	2%	4%	10%	39%	44%	20

*One person responded by circling both "slightly disagree" and "slightly agree".
**One person responded by circling both "slightly agree" and "agree".

Pursuit Directive n = 593					
	Too Basic		**About Right**		**Too Advanced**	**Missing**
For myself, the course content was:	1%	7%	84%	7%	1%	26

Pursuit Directive n = 593					
	Too Slow		**Just Right**		**Too Fast**	**Missing**
For myself, the pace of the class was:	2%	6%	83%	9%	1%	25

One person (0%) responded by circling both "Just Right" and the option above it.

Pursuit Directive n = 593					
	Excellent		**Moderate**		**Poor**	**Missing**
Rate the trainer's use of instructional technology:	28%	23%	37%	11%	1%	24

One person (0%) responded by circling both "Moderate" and the option below it.

Pursuit Directive n = 593						
	Learned Very Little		**Moderate**		**Learned A Lot**	**Missing**
From this class, how much did you learn about the new changes to the Pursuit Directive?	2%	6%	31%	34%	26%	27
How much did you learn about the new pursuit related reporting requirements?	3%	7%	35%	32%	22%	37

One person (0%) responded by circling both "Learned A Lot" and the option below it for each question.

Pursuit Directive n = 593						
	Not Very Confident		**Moderate**		**Very Confident**	**Missing**
How confident are you in your ability to apply the new Directive?	1%	3%	19%	43%	35%	28

One person (0%) responded by circling both "Moderate" and the option above it.

Related On-the-Job Outcomes

All vehicle pursuits result in an After Action Report. These reports are reviewed by supervisory channels for alignment with policy and tactical application. In addition, several data points are extracted from this data and compiled in the Pursuit Review Committee's annual pursuit report. This report and other related findings are incorporated into the needs assessment process.

Summary

The findings support this class was well conducted and received. It appears the students obtained substantial gains in learning related to the updated Pursuit Directive and related reporting requirements. Some of the student learning assessment results, as well as instructor feedback, suggest future reinforcing of who can be in the officer vehicle during a pursuit, policy regarding Box-ins, the role of known suspect history in decision making, and defining extraordinary circumstances. Additional changes to the Pursuit Directive, as well as additional related training for In-service, are in discussion.

Overview

The objective of the class is to provide an in-depth look at the Employee Assistance Program, with an emphasis on how employees can utilize these resources to support themselves and fellow members. The session covered the main program components (EAP Coordinator, Traumatic Incident Committee, Peer Support, Police Alcohol Recovery Team, Chaplains, and Cascade Centers), confidentiality and related limitations, vicarious trauma, and the process for connecting with EAP services.

Feedback for the need for training pertaining to officer health and/or managing job related stress has stemmed from the In-service survey responses, those reviewing misconduct complaints, Training Division supervisors and command staff, and those managing officer injury cases. This feedback is reflected in the 2017 Annual Training Needs Assessment Report.

Related Laws/Directives

- 240.00   Employee Assistance Program

- 416.00   Post Officer Involved Deadly Force/Temporary Altered Duty

Learning/Performance Objectives

- Describe EAP benefits

- Identify the components and function of EAP

- Describe responsibilities of the various EAP components

- How to access the phone numbers for EAP services/team members

- Identify warning signs and symptoms that someone needs EAP assistance

- Who to contact for EAP services – accessing Mental Health Providers

In-Class Learning Assessments

No in-class learning assessments were conducted for this session.

Survey Results: Student Feedback

Fifteen survey items pertaining to the 2017-2 In-service Employee Assistance Program (EAP) training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, the level of challenge the training provided, the pace of the training, and whether the training increased their understanding of the impacts of vicarious trauma, available EAP services, and how to connect with EAP services. An open-ended survey item was included to obtain feedback regarding potential barriers in officers accessing EAP services.

Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (47 percent strongly agree, 41 percent agree), were knowledgeable in the topic (55 percent strongly agree, 39 percent agree), presented the material at an appropriate level (51 percent strongly agree, 41 percent agree), gave clear and to the point examples (49 percent strongly agree, 41 percent agree), checked to make sure the students understood the material along the way (46 percent strongly agree, 40 percent agree), and allotted enough time for questions (50 percent strongly agree, 43 percent agree). Overall, most students felt that the interaction between the trainer and the class was positive (52 percent strongly agree, 40 percent agree) and that the class was a good use of their training time (46 percent strongly agree, 34 percent agree).

Most students felt that the course content was about right (84 percent) in difficulty, and that the pace of the class was just right (80 percent). The students had more varied responses regarding the trainer's use of instructional technology (55 percent above moderate, 27 percent moderate, 18 percent below moderate). As for learning goals, most students felt that they learned at least a moderate amount what EAP services are available to employees (33 percent moderate, 60 percent above moderate), how to connect with EAP services (29 percent moderate, 66 percent above moderate), and how vicarious trauma can impact their view of the job (36 percent moderate, 54 percent above moderate).

In the open-ended area for suggestions on enhancing this training section, 123 of the respondents included comments pertaining to barriers and/or other aspects of the program. The main areas mentioned pertained to issues of stigma, police culture, and/or other personal associations with asking for assistance or not recognizing others around you have similar struggles. Other themes included a lack of familiarity or misperceptions about EAP services, not recognizing the need for help, a lack of awareness and/or support from supervisors or peers, and privacy concerns. Additional comments included the need for more inclusive services, the need for a full-time EAP related sworn position, the need for more EAP training opportunities (e.g. more classes and/or training videos), the need for more information regarding accessibility of counselors when referrals are made, a suggestion for better placement of EAP information on the intranet, and a comment that the ability to connect with EAP services on work-time would be helpful. Some respondents included comments regarding finding the EAP services easy to access.

Employee Assistance Program n = 593							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.*	0%	1%	2%	8%	41%	47%	21
The trainer(s) were knowledgeable in the topic.	0%	1%	1%	4%	39%	55%	21
The trainer(s) presented the material at a level that was appropriate for me.	0%	0%	3%	5%	41%	51%	22
The trainer(s) gave examples that were clearly to the point.	0%	1%	3%	7%	41%	49%	22

Employee Assistance Program n = 593	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) checked to see that we understood the material along the way.**	0%	1%	3%	9%	40%	46%	24
Enough time was alloted for questions and discussion.	0%	1%	2%	4%	43%	50%	23
Overall, the interaction between the trainer and the class was positive.	0%	1%	1%	6%	40%	52%	22
The class was a good use of my training time.	1%	2%	5%	13%	34%	46%	22

*One person responded by circling both "slightly disagree" and "slightly agree".
**One person responded by circling both "agree" and "strongly agree".

Employee Assistance Program n = 593	Too Basic		About Right		Too Advanced	Missing
For myself, the course content was:	3%	7%	84%	6%	1%	29

One person (0%) responded by circling both "About Right" and the option below it.

Employee Assistance Program n = 593	Too Slow		Just Right		Too Fast	Missing
For myself, the pace of the class was:	6%	9%	80%	5%	0%	29

One person (0%) responded by circling both "Too Slow" and the option above it.

Employee Assistance Program n = 593	Excellent		Moderate		Poor	Missing
Rate the trainer's use of instructional technology:	34%	21%	27%	14%	4%	31

Employee Assistance Program n = 593						
	Learned Very Little		Moderate		Learned A Lot	Missing
From this class, how much did you learn about what EAP services are available to employees?	3%	6%	33%	32%	28%	35
How much did you learn about how to connect with EAP services?	2%	4%	29%	34%	32%	36
How much did you learn about how vicarious trauma can impact your view of the job?	3%	8%	36%	31%	23%	41

Related On-the-Job Outcomes

The EAP coordinators track some aspects of EAP service use such as what types of services are being used. This information is currently being reviewed for potential incorporation into the needs assessment process.

Summary

The open and closed-ended student feedback suggests this training section was well conducted and received. Furthermore, the feedback suggests this training session was much needed and the students gained substantial increases in knowledge pertaining to what EAP services are available, how to connect with EAP services, and how vicarious trauma can impact officers. Follow-up into the barriers to EAP services mentioned above may be beneficial.

Overview

Officers are trained in critical skills for ensuring safe and accurate use of firearms and the Conducted Electronic Weapon under various circumstances that officers may encounter. These are often tense and quickly evolving encounters, that involve a high level of safety risk and often complex circumstances. Due to the nature of these incidents, it is critical that officers come into these unexpected encounters ingrained with substantial muscle memory in these skills to allow more cognitive capacity for rapidly evolving decision making. In order to train officers to make the most reasonable decision during these confrontations, the training regimen includes weapons manipulation, scripted drills which allow for more movement and decision making, and dynamic scenario-based training with role player(s), simulating a real-world situation(s), while stressing reasonable decision making under physical and mental stress.

This training session included a firearms qualification course, a Conducted Electronic Weapon (CEW) skills course, a facilitated discussion of force policy, and weapons inspection and maintenance. The CEW skills course included use of force decision making, moving subjects, timing and distance for effective CEW deployment, and weapon transitions.

The need for this training arose from an understanding of the perishability of firearm and CEW skills, lead instructor priorities, and the 2017 annual training needs assessment process.

Related Laws/Directives

- 1010.00 Use of Force

Learning/Performance Objectives

- Demonstrate proper firearms handling and manipulation skills by completing the firearms qualification course.

- Demonstrate proper CEW handling and manipulation by completing the CEW skills course.

- Demonstrate proper targeting guidelines by deploying probes into the Preferred Target Zones of the CEW targets when applicable

- Recall CEW policy points when presented with various deployment circumstances

- Identify the limitations and difficulties of using a CEW when the target is in motion and/or at an undesirable distance

In-Class Learning Assessments

Firearms Qualification

Each officer performed a firearms qualification. The qualification includes demonstration of their abilities using a handgun and shotgun for all officers, as well as any other firearms the officer carries on duty (e.g. less lethal operators also qualify with their less lethal weapon).

Results

All but two of the students passed their firearm qualification within the fall qualification time period, with the exception of those on medical exemption. Twenty of the students did not pass at least part of the qualification on the first attempt (8 with the handgun portion and 13 with the shotgun portion).

CEW Skills Assessment: Fleeing Subject

This drill simulates deploying a CEW upon a subject that is running away. This is designed to remind members of the potential difficulties in such a deployment including: accuracy, limited range of the CEW cartridges, the time and dexterity needed to manipulate the CEW while likely in motion, and how much distance can be covered in a short amount of time. This exercise also includes a discussion on the Use of Force Directive portion covering the limitations of deploying a CEW upon a fleeing subject.

Results

Approximately 50 to 60 percent of the students were able to perform every portion of this exercise effectively. The remaining students struggled with getting their CEW out of their holster quickly enough while moving.

CEW Skills Assessment: Deadly Force Transition

During this drill the students are provided various visual stimuli (e.g. subject holding a cell phone, subject pointing a gun at the officer) to simulate an actual encounter. The drill engages students in use of force decision making and weapon transitions.

Results

Overall the students performed well with this exercise. A few of the students had some difficulty with making the weapons transition fast enough. Approximately 10 percent or less missed the target.

CEW Skills Assessment: Lateral Moving Targets

During this drill, the students are presented with two moving targets, one at a time. This drills helps develop skills in operating the CEW with movement.

Results

Approximately 25 percent of the students were able to complete the entire exercise successfully and approximately 25 percent of the students missed at least one target, as aiming with a moving target is different than with a stationary one. Many students had too high of probe placement.

Survey Results: Student Feedback

Twelve survey items pertaining to the 2017-2 Firearms and Conducted Electronic Weapon training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, the level of challenge the training provided, the pace of the training, and their current confidence levels in deploying the X2 effectively and within the new directive.

Overall the results were almost unanimously positive. There was a high level of agreement that the trainers were organized and well prepared (63 percent strongly agree, 35 percent agree), were knowledgeable in the topic (69 percent strongly agree, 31 percent agree), presented the material at an appropriate level (66 percent strongly agree, 32 percent agree), gave clear and to the point examples (65 percent strongly agree, 33 percent agree), checked to make sure the students understood the material along the way (66 percent strongly agree, 32 percent agree), and allotted enough time for questions (63 percent strongly agree, 33 percent agree). Overall, most students felt that the interaction between the trainer and the class was positive (68 percent strongly agree, 31 percent agree) and that the class was a good use of their training time (63 percent strongly agree, 31 percent agree). Most respondents reported that the course content was about right (78 percent) in difficulty, and that the pace of the class was just right (81 percent).

The majority of the respondents reported moderate or higher levels of confidence in their ability to deploy the Conducted Electronic Weapon within the new Directive on the job (23 percent moderate, 43 percent very confident, and 29 percent in between). The majority also reported moderate or higher levels of confidence in their ability to deploy the X2 effectively with a moving subject (28 percent moderate, 32 percent very confident, and 34 percent in between).

Firearms and Conducted Electronic Weapon							
n = 533							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.*	0%	0%	0%	1%	35%	63%	11
The trainer(s) were knowledgeable in the topic.	0%	0%	0%	0%	31%	69%	10
The trainer(s) presented the material at a level that was appropriate for me.	0%	1%	0%	1%	32%	66%	10
The trainer(s) gave examples that were clearly to the point.	0%	0%	0%	2%	33%	65%	15
The trainer(s) checked to see that we understood the material along the way.**	0%	0%	1%	2%	32%	66%	15
Enough time was alloted for questions and discussion.	0%	1%	1%	2%	33%	63%	13
Overall, the interaction between the trainer and the class was positive.	0%	0%	0%	1%	31%	68%	11

Firearms and Conducted Electronic Weapon **n = 533**							
	Strongly Disagree	**Disagree**	**Slightly Disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**	**Missing**
The class was a good use of my training time.	1%	1%	2%	3%	31%	63%	13

*One person responded by circling both "agree" and "strongly agree".
**One person responded by circling both "slightly agree" and "agree".

Firearms and Conducted Electronic Weapons **n = 533**						
	Too Basic		**About Right**		**Too Advanced**	**Missing**
For myself, the course content was:	5%	8%	78%	8%	1%	12

Two people (0%) responded by circling both "About Right" and the option below it.

Firearms and Conducted Electronic Weapons **n = 533**						
	Too Slow		**Just Right**		**Too Fast**	**Missing**
For myself, the pace of the class was:	4%	7%	81%	7%	1%	12

One person (0%) responded by circling both "Just Right" and the option below it.
Two people (0%) responded by circling both "Just Right" and the option above it.

Firearms and Conducted Electronic Weapon **n = 533**						
	Not Very Confident		**Moderate**		**Very Confident**	**Missing**
How confident are you in your ability to deploy the Conducted Electronic Weapon within the new Directive on the job?	1%	4%	23%	29%	43%	14
How confident are you in your ability to deploy the X2 effectively with a moving subject?	1%	5%	28%	34%	32%	15

One person (0%) responded by circling both "Moderate" and the option above it on the first and second question.
One person (0%) responded by circling both "Very Confident" and the option below it on the second question.

Related On-the-Job Outcomes

All applications of a CEW result in a Force Data Collection Report and After Action Report. The After Actions are reviewed through supervisory, Inspector, and the Training Division's evaluation processes. This includes an examination for alignment with policy, decision making, and tactical application. This information is reviewed and incorporated into the needs assessment process.

All uses of a firearm are reviewed by supervisory channels. In cases where an encounter includes only the pointing of a firearm, a Force Data Collection Report (FDCR) is completed, the case is reviewed by a sergeant, and the data is analyzed during force reporting. Any discharges of a firearm involving a human encounter results in a FDCR and an extensive officer-involved shooting investigation being completed. These investigations include an examination of whether the officer's actions were within policy, the tactical usage of the firearm, and the use of force decision making, including whether the officer's actions precipitated the use of force. The FDCR data and officer involved shooting cases are reviewed by the Training Division. Findings pertaining to training needs for the In-service population are incorporated into the needs assessment process.

Summary

The findings support this class was well conducted and received. The learning assessments and student feedback suggest additional training in the following areas would be beneficial: shotgun training, handgun training, unholstering the CEW quickly, CEW accuracy with movement, CEW directive application, and CEW probe placement.

Overview

In Control Tactics, officers obtain training in how to safely make contact with subjects, conduct searches, take subjects into custody, and to counter when subjects attack an officer, including an attempt to gain control of his or her weapon. Inadequate control may result in the risk of injury or death to the public and officers, the failure to reduce crime, and the potential for civil and criminal liability. The program stresses reasonable control given the totality of the circumstances. Control Tactics techniques require refresher trainings due to the natural perishability of the skills.

For the 2017-2 In-service, the Control Tactics portion focused on providing members training in takedown techniques. This included teaching new takedown techniques to provide officers with additional options in their "toolbox". Both single and multiple officer takedowns were instructed.

The need for this training arose from an understanding of the perishability of Control Tactics skills, Control Tactics lead instructor feedback, findings from reviewing use of force cases, and the 2017 annual training needs assessment process.

Related Laws/Directives

- 1010.00 Use of Force

Learning/Performance Objectives

- Apply Constitutional Standard in considering control options

- Articulate the reasonableness of the technique based on the totality of the circumstances consistent with the Directive 1010.00 and Graham v. Connor.

- Demonstrate the technique to safely and effectively control a suspect

In-Class Learning Assessments

Skills Assessment: Clinch and Takedown Techniques

The class provided several clinch control and takedown skill building exercises. The instructors provided instruction and demonstration of each of these techniques and then provided the students an opportunity to practice. Student performance was observed and corrected by the Control Tactics instructors as needed.

Results

The students performed very well with the following techniques: Collar Tie, Muay Thai Clinch, 2 on 1 Arm Control to Takedown, 2 on 1 Arm Control to Arm Weave/Takedown, and 2 on 1 Arm Control to Arm Bar Takedown. They all performed adequately with the Body Lock Control to Takedown technique. By instructor estimation, about half of the students severely struggled with the Arm Drag to Takedown techniques. Due to the amount of time being taken up trying to teach these techniques, these

were eliminated from the curriculum within the first few weeks of In-service. Most students also struggled with the Underhook and Post/Takedown technique. Approximately 2-3 percent demonstrated the level of competence needed for effective utilization on the job.

Survey Results: Student Feedback

Twelve survey items pertaining to the 2017-2 Control Tactics training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, the level of challenge the training provided, the pace of the training, how much they learned from the training, and their current confidence levels in applying takedown techniques on the job.

Overall the results were almost unanimously positive. There was a high level of agreement that the trainers were organized and well prepared (62 percent strongly agree, 36 percent agree), were knowledgeable in the topic (67 percent strongly agree, 32 percent agree), presented the material at an appropriate level (60 percent strongly agree, 36 percent agree), gave clear and to the point examples (62 percent strongly agree, 36 percent agree), checked to make sure the students understood the material along the way (61 percent strongly agree, 36 percent agree), and allotted enough time for questions (62 percent strongly agree, 34 percent agree). Overall, most students felt that the interaction between the trainer and the class was positive (69 percent strongly agree, 30 percent agree) and that the class was a good use of their training time (59 percent strongly agree, 31 percent agree).

Most students felt that the course content was about right (79 percent) in difficulty, and that the pace of the class was just right (82 percent). The majority of the students learned at least a moderate amount about takedown skills (32 percent moderate, 60 percent above moderate), and were at least moderately confident in their ability to apply takedown techniques on the job (36 percent moderate, 52 percent above moderate).

Control Tactics n = 533							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.*	0%	0%	0%	2%	36%	62%	13
The trainer(s) were knowledgeable in the topic.	0%	0%	0%	1%	32%	67%	12
The trainer(s) presented the material at a level that was appropriate for me.	1%	0%	0%	4%	36%	60%	12
The trainer(s) gave examples that were clearly to the point.	0%	0%	0%	2%	36%	62%	12
The trainer(s) checked to see that we understood the material along the way.	0%	0%	0%	2%	36%	61%	12
Enough time was alloted for questions and discussion.	0%	0%	1%	2%	34%	62%	13

Control Tactics n = 533							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
Overall, the interaction between the trainer and the class was positive.	0%	0%	0%	1%	30%	69%	13
The class was a good use of my training time.**	1%	1%	3%	6%	31%	58%	14

*Two people responded by circling both "agree" and "strongly agree".
**One person responded by circling both "slightly agree" and "agree".

Control Tactics n = 533						
	Too Basic		About Right		Too Advanced	Missing
For myself, the course content was:	3%	5%	79%	10%	3%	16

Two people (0%) responded by circling both "About Right" and the option below it.
One person (0%) responded by circling both "Too Advanced" and the option below it.

Control Tactics n = 533						
	Too Slow		Just Right		Too Fast	Missing
For myself, the pace of the class was:	2%	5%	82%	9%	3%	15

One person (0%) responded by circling both "Too Fast" and the option below it.

Control Tactics n = 533						
	Learned Very Little		Moderate		Learned A Lot	Missing
From this class, how much did you learn about takedown skills?	2%	6%	32%	34%	26%	11

One person (0%) responded by circling both "Learned A Lot" and the option below it.

Control Tactics n = 533						
	Learned Very Little		Moderate		Learned A Lot	Missing
How confident are you in your ability to apply takedown techniques during stressful encounters on the job?	4%	8%	36%	29%	23%	12
One person (0%) responded by circling both "Moderate" and the option above it.						

Related On-the-Job Outcomes

All use of takedowns result in a Force Data Collection Report and After Action Report. The After Actions are reviewed through supervisory, Inspector, and the Training Division's evaluation processes. This includes an examination for alignment with policy, decision making, and tactical application. This information is reviewed and incorporated into the needs assessment process.

Summary

The findings support this class was well conducted and received. They also confirm the importance of this training session. The learning assessments and student feedback suggest additional training in takedowns is needed to ensure effective utilization of the techniques on the job.

Overview

Tactical Emergency Casualty Care (TECC) prepares members to render life-saving aid, under a direct or indirect threat, in order to maximize a person's chances of survival when injured. TECC training can be applied to community members, suspects, and fellow members. This session is a part of a series, which began during the 2015 In-service[7]. This session built off of previous trainings by providing a refresher on wound packing, tourniquet application, and the Individual First Aid Kits (IFAK) contents.

Proper application of life-saving aid to a potentially fatal wound can help save a person's life. Officers have successfully applied tourniquets to community members and other officers since TECC training was first taught to Bureau members in 2015. Tourniquet application, and other life-saving aid techniques, are perishable skills if not practiced.

This series originated from the Patrol Tactics lead instructors attending a thirty hour Tactical Combat Casualty Care course and recognizing the benefit of this material for all officers. The need for training in lifesaving medical techniques is also reflected in In-service attendee survey responses, the DOJ agreement training needs, and the 2017 annual training needs assessment process.

Related Laws/Directives

- 630.40 Medical Service Policy
- 630.50 Emergency Medical Aid

Learning/Performance Objectives

- Identify which items in the IFAK assist in wound packing
- Identify the types of wounds they can pack
- Identify the types of wounds they cannot pack
- Demonstrate packing junctional sounds
- Explain wound packing can be difficult to successfully perform
- Members will able to locate IFAKs in Police Bureau vehicles
- Members will be able to identify the items in our IFAKs
- Officers will be able to describe which types of wounds tourniquets are effective on

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[7] The class is guided by the Committee for Tactical Emergency Casualty Care (C-TECC), a civilian entity comprised of "a broad range of interagency operational and academic leaders in the practice of high threat medicine and fire/rescue from across the nation, including members from emergency medicine, emergency medical services, police, fire, and the military Special Operations community" (Excerpted from the 2014 C-TECC trainers guide by Dr. Michael D. Shertz. For more information regarding C-TECC, see their website at http://www.c-tecc.org/). Locally, the Portland Police Bureau seeks advice from the TECC committee, which includes the Medical Director for Multnomah County Emergency Medical Services, Dr. Jon Jui, MD, MPH, FACEP.

- Officers will be understand compartment syndrome and how to avoid it

- Officers will be able to describe the difference between at CAT 6 and CAT 7 tourniquet

- Officers will be able to self-apply a CAT 6 tourniquet to both upper and lower extremities

- Officers will be able to self-apply a CAT 7 tourniquet to both upper and lower extremities

- Officers will be able to apply a CAT 6 tourniquet to upper and lower extremities of another

- Officers will be able to apply a CAT 7 tourniquet to upper and lower extremities of another

In-Class Learning Assessments

Skills Assessment: Tourniquet and Wound Packing Application Drills

The class provided several tourniquet and wound packing skill building exercises. The instructors provided instruction and demonstration of each of these techniques and then provided the students an opportunity to practice. Student performance was observed and corrected by the Patrol Tactics instructors as needed. The student/instructor ratio for this session did not allow for every student practice of application to be observed by an instructor. Therefore the observations for this session are captured more broadly.

Results

Overall the students appeared to perform very well with the tourniquet applications. Overall it appeared the students performed somewhat better on applying their wound packing skills compared to the 2016 In-service session. It was observed that some students still had difficulty packing the wound effectively, such as packing the gauze tight enough and getting the packing in all crevices of the injury.

Survey Results: Student Feedback

Fourteen survey items pertaining to the 2017-2 Tactical Emergency Casualty Care training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, the level of challenge the training provided, the pace of the training, how much they learned about the IFAK kit from the training, and their current confidence levels in applying tourniquet and wound packing techniques on the job.

Overall the results were almost unanimously positive. There was a high level of agreement that the trainers were organized and well prepared (66 percent strongly agree, 32 percent agree), were knowledgeable in the topic (70 percent strongly agree, 29 percent agree), presented the material at an appropriate level (66 percent strongly agree, 33 percent agree), gave clear and to the point examples (67 percent strongly agree, 32 percent agree), checked to make sure the students understood the material along the way (68 percent strongly agree, 30 percent agree), and allotted enough time for questions (67 percent strongly agree, 31 percent agree). Overall, most students felt that the interaction between the trainer and the class was positive (71 percent strongly agree, 29 percent agree) and that the class was a good use of their training time (68 percent strongly agree, 30 percent agree).

Most students felt that the course content was about right (89 percent) in difficulty, and that the pace of the class was just right (90 percent). Students rated the trainer's use of instructional technology highly relative to the other classes (50 percent excellent, 11 percent moderate, and 21 percent somewhere in-between). Most students said that they learned at least a moderate amount from this class (42 percent learned a lot, 13 percent moderate, 37 percent somewhere in-between). The majority of the students felt confident in their ability to utilize wound packing procedures on the job (39 percent very confident, 41 percent somewhat confident) and their ability to apply a tourniquet on the job (58 percent very confident, 30 percent somewhat confident).

Tactical Emergency Casualty Care n = 533							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.	0%	0%	1%	1%	32%	66%	11
The trainer(s) were knowledgeable in the topic.	0%	0%	0%	1%	29%	70%	11
The trainer(s) presented the material at a level that was appropriate for me.	0%	0%	0%	1%	33%	66%	11
The trainer(s) gave examples that were clearly to the point.	0%	0%	0%	1%	32%	67%	12
The trainer(s) checked to see that we understood the material along the way.	0%	0%	0%	1%	30%	68%	11
Enough time was alloted for questions and discussion.	0%	0%	0%	1%	31%	67%	11
Overall, the interaction between the trainer and the class was positive.	0%	0%	0%	0%	29%	71%	11
The class was a good use of my training time.	0%	0%	0%	2%	30%	68%	12

Tactical Emergency Casualty Care n = 533						
	Too Basic		About Right		Too Advanced	Missing
For myself, the course content was:	1%	3%	89%	7%	1%	12

One person (0%) responded by circling both "Too Advanced" and the option below it.

Tactical Emergency Casualty Care n = 533						
	Too Slow		Just Right		Too Fast	Missing
For myself, the pace of the class was:	1%	3%	90%	6%	1%	12

Tactical Emergency Casualty Care n = 533						
	Excellent		Moderate		Poor	Missing
Rate the trainer's use of instructional technology:	50%	21%	11%	14%	5%	17

Tactical Emergency Casualty Care n = 533						
	Learned Very Little		Moderate		Learned A Lot	Missing
From this class, how much did you learn about identifying and utilizing components of the IFAK kit?	4%	4%	13%	37%	42%	14
Two people (0%) responded by circling both "Moderate" and the option above it. One person (0%) responded by circling both "Learned A Lot" and the option below it.						

Tactical Emergency Casualty Care n = 533						
	Not Very Confident		Moderate		Very Confident	Missing
How confident are you in your ability to effectively utilize wound packing procedures on the job?	1%	2%	17%	41%	39%	16
How confident are you in your ability to effectively apply a tourniquet on the job?	1%	2%	8%	30%	58%	16
One person (0%) for each question responded by circling both "Very Confident" and the option below it.						

Related On-the-Job Outcomes

The application of medical care during officer involved shootings and in-custody deaths are formally assessed during the reviews conducted by Internal Affairs, Detectives, and the Training Division. The Training Division reviews these cases for information pertinent to the in-service audience during the needs assessment process.

In addition, the Training Division currently requests that all tourniquet applications be reported to the Patrol Tactics lead instructors. This information feeds into the needs assessment via input from the Patrol Tactics lead instructors.

Summary

The findings support this class was very well conducted and received. It appears the students proficiency in emergency care skills is increasing over time with the continued training. The student feedback and learning assessment findings support additional refreshers, particularly in the wound packing area, may be warranted. It was also noted this skill is more pertinent to the patrol officers versus detectives or off-street assigned officers, which may be relevant depending on how In-service classes are scheduled in the future.

Overview

Officers respond to information of a disturbance in a parking lot. They will encounter one person kneeling over another. They will have to process approaching with safe tactics and then rendering aid to a wounded person.

The purpose of this scenario was to provide students an opportunity to practice assessing threat when responding to disturbance calls and rendering medical aid. Assessing scene risk, subject threat levels, and citizen rescue were included in the 2017 training needs assessment process.

Related Laws/Directives

- 1010.00 Use of Force

- 630.40 Medical Service Policy

- 630.50 Emergency Medical Aid

Learning/Performance Objectives

- Tactical response to the scene

- Make decisions based on current PPB policy

- Control the active subject with appropriate verbal and physical skills

- Apply current policies in any force decision making

- Apply de-escalation skills in interaction

- Apply medical skills in assisting the victim subject

- Articulate reasonableness of available force options

- Explain how PPB policy factored into any control options, if applicable

- Explain the reporting requirements

- Explain the resources explored

In-Class Learning Assessments

During this scenario, the instructors assessed the students' abilities in responding tactically to the scene, decision making, communication skills, applying medical skills, and their ability to explain their actions. The instructors conducted a debrief with the student(s) after each scenario to allow time for the students to articulate their decision making process, provide correction when applicable, and reinforce the main learning objectives.

Results

It was reported that overall the students performed very well in their communication skills and application of medical skills (when demonstrated). This training day was broken into groups that rotated through various training segments, therefore not all students attended the classes in the same order. The students that had attended the TECC training session prior to this scenario performed remarkably well in their decision making and scene response pertaining to the application of medical aid. Most groups that had attended this scenario prior to the TECC training demonstrated some level of uncertainty about how to respond accordingly to policy. Those that did make the decision to apply medical aid, were able to perform well in their medical response.

Survey Results: Student Feedback

Three survey items relating to the scenarios overall and four items pertaining specifically to the Disturbance with a Medical Need scenario were included in the student feedback survey. The items focused on gaining information on the students' overall satisfaction with the scenario, the trainer(s) instruction, the overall level of challenge the scenario provided, and whether enough time was allotted for questions and discussions.

Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (64 percent strongly agree, 34 percent agree) and were knowledgeable in the topic (66 percent strongly agree, 32 percent agree). Most of the respondents (78 percent) reported the scenario content was about right in difficulty. They also found the scenario to be a good use of their training time (53 percent strongly agree, 40 percent agree) and well designed and executed (54 percent strongly agree, 40 percent agree). They reported there was enough time allotted for questions and discussion (58 percent strongly agree, 37 percent agree) and the debriefs aided their learning (54 percent strongly agree, 38 percent agree).

Patrol Tactics Scenarios n = 533							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.*	0%	0%	0%	2%	34%	64%	14
The trainer(s) were knowledgeable in the topic.	0%	0%	0%	2%	32%	66%	15
*One person responded by circling both "agree" and "strongly agree".							

Patrol Tactics - Disturbance with a Medical Need Scenario n = 533							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
This scenario was a good use of my training time.	1%	1%	1%	5%	40%	53%	15
This scenario was well designed and executed.*	1%	1%	1%	4%	40%	54%	15
Enough time was alloted for questions and discussion.*	0%	0%	0%	4%	37%	58%	16
The debriefing after the scenario aided my learning.*	0%	1%	1%	5%	38%	54%	15

*One person responded by circling both "agree" and "strongly agree".

Patrol Tactics Scenarios n = 533						
	Too Basic		About Right		Too Advanced	Missing
For myself, the scenario content was overall:	4%	9%	78%	7%	2%	18

One person (0%) responded by circling both "About Right" and the option above it.

Related On-the-Job Outcomes

A General Offense Report would be completed by the primary officer. The corresponding sergeant reviews this document for completeness of the reports, as well as reviewing the officer's actions related to decision making, policy, thoroughness of response, and documenting of any crimes. Currently, this specific feedback is not formally captured by the Training Division. However, supervisory feedback regarding training needs is sometimes provided in the In-service feedback surveys. Feedback from Precinct Managers is also collected through the needs assessment process.

Summary

The findings support this scenario was well conducted and received. The findings do not suggest any related future training needs at this time.

Overview

Officers respond to assist a detective with an arrest. Once they attempt contact, the suspect will begin shooting through the door. A bystander in the street will be wounded. Members will have to conduct a tactical evacuation of the patient.

The purpose of this scenario was to provide students an opportunity to practice use of force decision making, the use of deadly force, arrest planning, and rendering medical aid skills. It also allowed for practicing collaboration with detectives on a call. These factors stemmed from Patrol Tactics lead instructor priorities and the 2017 training needs assessment process.

Related Laws/Directives

- 1010.00 Use of Force

- 630.40 Medical Service Policy

- 630.50 Emergency Medical Aid

Learning/Performance Objectives

- Consult with and create an arrest plan with role-player detective

- Respond tactically to the immediate threat

- Make decisions based on current PPB policy

- Attempt to rescue the wounded person

- Provide first aid consistent with available skills and resources

- Request and direct additional tactical resources

- Request medical resources

- Articulate reasonableness of available force options

- Explain how PPB policy factored into tactical decisions

- Articulate priorities in a life-threatening emergency

- Articulate all uses of deadly force

- Explain the reporting requirements

- Explain the resources explored

In-Class Learning Assessments

During this scenario, the instructors assessed the students' abilities in creating an arrest plan with the detective, tactical response, decision making, communication, assisting the wounded person, use of

medical resources, and articulation of force options and related policy. The instructors conducted a debrief with the student(s) after each scenario to allow time for the students to articulate their decision making process, provide correction when applicable, and reinforce the main learning objectives.

Results

It was reported that overall the students performed well in most of the learning objectives. In terms of medical response, all of the students rendered medical aid at some point but several did not recognize the leg wound as a potentially life threatening injury, and unnecessarily delayed medical treatment[8]. Approximately five to ten percent of the students addressed the medical issue immediately, but refused to leave the scene until additional officers arrived. The preferred response was to have one officer walk the victim down to medical without losing any tactical advantage. In about half of these cases, the students never asked the victim if they could walk on their own or with help, which caused them to misjudge the resources needed. In addition, about three percent of the students requested medical to the scene, but when asked during the debrief if medical would ever come into a hot zone, they quickly recognized that medical would not.

Almost all of the students remembered to address the role player detective and check on their well-being, but approximately half of the students did not utilize them as an additional resource. Approximately five percent of the students drew their duty weapons but did not move to a position of adequate cover. Cover fire was used in only a small percentage of the scenarios, but was addressed in every debrief as an additional resource. When asked where the appropriate places to lay cover fire were, about five percent of the students had incorrect answers.

Survey Results: Student Feedback

Three survey items relating to the scenarios overall and four items pertaining specifically to the Rescue scenario were included in the student feedback survey. The items focused on gaining information on the students' overall satisfaction with the scenario, the trainer(s) instruction, the overall level of challenge the scenario provided, and whether enough time was allotted for questions and discussions.

Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (64 percent strongly agree, 34 percent agree) and were knowledgeable in the topic (66 percent strongly agree, 32 percent agree). Most of the respondents (78 percent) reported the scenario content was about right in difficulty. They also found the scenario to be a good use of their training time (57 percent strongly agree, 37 percent agree) and well designed and executed (56 percent strongly agree, 40 percent agree). They reported there was enough time allotted for questions and discussion (59 percent strongly agree, 37 percent agree) and the debriefs aided their learning (56 percent strongly agree, 39 percent agree).

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[8] This occurred sometimes even among those that had attended the TECC class in the morning.

Patrol Tactics Scenarios n = 533							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.*	0%	0%	0%	2%	34%	64%	14
The trainer(s) were knowledgeable in the topic.	0%	0%	0%	2%	32%	66%	15

*One person responded by circling both "agree" and "strongly agree".

Patrol Tactics - Rescue Scenario n = 533							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
This scenario was a good use of my training time.	1%	0%	1%	5%	37%	57%	16
This scenario was well designed and executed.	0%	0%	1%	3%	40%	56%	16
Enough time was alloted for questions and discussion.	0%	0%	1%	3%	37%	59%	17
The debriefing after the scenario aided my learning.*	0%	1%	0%	4%	39%	56%	17

*One person responded by circling both "agree" and "strongly agree".

Patrol Tactics Scenarios n = 533					
	Too Basic		About Right		Too Advanced	Missing
For myself, the scenario content was overall:	4%	9%	78%	7%	2%	18

One person (0%) responded by circling both "About Right" and the option above it.

Related On-the-Job Outcomes

All use of force results in a Force Data Collection Report and After Action Report. The After Actions are reviewed through supervisory, Inspector, and the Training Division's evaluation processes. This includes an examination for alignment with policy, decision making, and tactical application. This information is reviewed and incorporated into the needs assessment process.

Any discharges of a firearm involving a human encounter results in a FDCR and an extensive officer-involved shooting investigation being completed. These investigations include an examination of whether the officer's actions were within policy, the tactical usage of the firearm, and the use of force decision making, including whether the officer's actions precipitated the use of force. The FDCR data and officer involved shooting cases are reviewed by the Training Division. Findings pertaining to training needs for the In-service population are incorporated into the needs assessment process.

Summary

The findings support this scenario was well conducted and received. The findings suggest continuing to reinforce response options after medical aid has been applied, the use of cover, collaboration with detectives, and the utilization of cover fire may be beneficial.

Overview

This scenario is intended to exercise ROADMAP decision making and have officers work together as a team. Officers respond to a report of a disturbance heard in an adjacent apartment. On arrival, they will contact a victim who will give them Probable Cause to arrest for Domestic Violence - Assault. As the situation develops, a subject will be seen with a knife to his/her neck creating a crisis situation.

The purpose of this scenario was to provide students an opportunity to utilize crisis intervention skills in a non-mental illness call, force decision making, and the use of medical resources. This scenario served as a portion of the crisis intervention refresher for officers and recommendations from the DOJ and COCL to incorporate crisis intervention skills training into non-mental illness call types.

Related Laws/Directives

- 1010.00 Use of Force

- 850.20 Police Response to Mental Health Crisis

Learning/Performance Objectives

- Respond tactically to the immediate threat

- Separate the victim from immediate danger

- Request and direct additional tactical/medical resources - ROADMAP

- Designate appropriate roles for officers as the scenario unfolds

- Apply CIT (and ECIT if available) skills in communicating with a person in crisis

- Make decisions based on current PPB policy (850.20 Police response to Mental Health Crisis, 1010.00 Use of Force)

- Articulate reasonableness of available force options

- Explain how PPB policy factored into tactical decisions (850.20 Police response to Mental Health Crisis, 1010.00 Use of Force)

- Explain the reporting requirements involved in the call

- Explain the CIT/ECIT role in the call

- Explain that mental health crisis is not dependent on diagnosis

In-Class Learning Assessments

During this scenario, the instructors assessed the students' abilities in their tactical response, separating the victim from immediate danger, use of resources, communication, and articulation of force options and related policy. The instructors conducted a debrief with the student(s) after each scenario to allow

time for the students to articulate their decision making process, provide correction when applicable, and reinforce the main learning objectives.

Results

It was reported that almost all of the students responded in the desired manner, which varied slightly due to some slight differences in how the scenario was played out by the role players. The students performed well in the above learning objectives. The students did well at keeping a reasonable distance from the subject once the subject's knife was visible and most created additional distance. Multiple resources were requested and used in each scenario, there was good communication among the teams, the victim was accounted for in each situation, and the decision to disengage was done only after all other options were considered.

However, approximately five percent of the students (by instructor estimation) did not use the victim as a source of information, which would have strengthened their determination to disengage with a plan. Another area that could have been strengthened was the use of a phone for enhancing communication. Approximately ten percent of the students continued to attempt conversation through a distant closed door, requiring raising their voice. Obtaining a phone number from either the location information or the victim, and placing a phone call would have improved communication and increased distance.

Survey Results: Student Feedback

Three survey items relating to the scenarios overall and four items pertaining specifically to the Domestic Violence with Crisis and Barricade scenario were included in the student feedback survey. The items focused on gaining information on the students' overall satisfaction with the scenario, the trainer(s) instruction, the overall level of challenge the scenario provided, and whether enough time was allotted for questions and discussions.

Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (64 percent strongly agree, 34 percent agree) and were knowledgeable in the topic (66 percent strongly agree, 32 percent agree). Most of the respondents (78 percent) reported the scenario content was about right in difficulty. They also found the scenario to be a good use of their training time (48 percent strongly agree, 36 percent agree) and well designed and executed (52 percent strongly agree, 36 percent agree). They reported there was enough time allotted for questions and discussion (55 percent strongly agree, 36 percent agree) and the debriefs aided their learning (51 percent strongly agree, 34 percent agree).

Patrol Tactics Scenarios n = 533							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.*	0%	0%	0%	2%	34%	64%	14
The trainer(s) were knowledgeable in the topic.	0%	0%	0%	2%	32%	66%	15
*One person responded by circling both "agree" and "strongly agree".							

Patrol Tactics - Domestic Violence with Crisis and Barricade Scenario n = 533	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
This scenario was a good use of my training time.	2%	2%	4%	9%	36%	48%	17
This scenario was well designed and executed.	1%	1%	2%	7%	36%	52%	18
Enough time was alloted for questions and discussion.	0%	0%	2%	7%	36%	55%	18
The debriefing after the scenario aided my learning.	1%	1%	4%	9%	34%	51%	17

Patrol Tactics Scenarios n = 533	Too Basic		About Right		Too Advanced	Missing
For myself, the scenario content was overall:	4%	9%	78%	7%	2%	18

One person (0%) responded by circling both "About Right" and the option above it.

Related On-the-Job Outcomes

The on-the-job documentation of these encounters will vary depending on what actions occur, such as whether the incident involved force. A General Offense Report would be completed for these encounters, by the primary officer. The corresponding sergeant reviews these documents for completeness of the reports, as well as reviewing the officer's actions related to decision making, policy, thoroughness of response, and documenting of crimes. Currently, this specific feedback is not formally captured by the Training Division. However, supervisory feedback regarding on-the-job usage is sometimes provided in the In-service feedback surveys and discussions with the lead instructors and command staff.

All use of force results in a Force Data Collection Report and After Action Report. The After Actions are reviewed through supervisory, Inspector, and the Training Division's evaluation processes. This includes an examination for alignment with policy, decision making, and tactical application. This information is reviewed and incorporated into the needs assessment process.

Summary

The findings support this scenario was well conducted and received overall. The student feedback suggests the students may have found this training scenario slightly less helpful than the previous two. This may have been partially related to a very similar scenario being utilized the year before (where it

received higher ratings). The findings suggest continuing to reinforce the utilization of victims as a resource for information and phones as an option for enhancing communication may be beneficial.

Overview

Officers respond to information of a subject nearby with a warrant for a low-severity offense. When engaged, the subject creates conflict that could cause disproportional force related to effecting custody.

The purpose of this scenario was to provide students an opportunity to utilize de-escalation skills in a non-mental illness call and take a subject into custody using reasonable force. This scenario served as a portion of the recommendations from the DOJ and COCL to incorporate de-escalation skills training into non-mental illness call types, as well as to include high frequency/lower risk encounters into training.

Related Laws/Directives

- 1010.00 Use of Force

Learning/Performance Objectives

- Apply de-escalation techniques

- Apply PPB policies regarding force in decision-making

- Work toward goals of minimizing force

- Explain how de-escalation attempts applied in the scenario

- Articulate any force options consistent with Dir 1010.00

- Articulate risk vs. the benefit of capture relative to proportionality

- Explain the reporting requirements

- Explain the resources considered or requested

In-Class Learning Assessments

The evaluated scenario focused on the student's ability to de-escalate a situation involving a single subject. Officers are paired in teams of two (teams of three when an odd number of students exist) and are given the information that another officer is transporting a custody to jail and sees a known person who they know to have a misdemeanor warrant for Theft II/Trespass I. They are given a description of what the wanted person is wearing and given the additional information that there is no cautions for this particular subject. Students are not allowed to watch other teams navigate the scenario in order to fairly evaluate each student.

When the students arrive on scene (outdoor scene that takes place on the PVO pad) the wanted subject is visible and is in an area with no obvious route of escape. The wanted subject is evasive about their identity and is initially unwilling to cooperate. If the officers close the distance, the wanted subject will climb on top of a car and stand in an elevated position. Within the dialog with the students the subject is to express frustration and a desire to avoid custody. Examples of replies were as follows: "I will turn

myself in tomorrow," and "I just want to see my girlfriend/boyfriend tonight." The wanted subject is not to show aggression or any indication of being armed. If the student makes a reasonable attempt to de-escalate, the wanted subject will eventually comply until custody is achieved.

This scenario was evaluated by one of Portland Police Bureau's Lead Patrol Tactics Instructor[9]. Officers were scored on four main items. The parts consisted of situational awareness, communication, appropriate use of control, and debrief/articulation. Scoring was dependent on the role of the student within the scenario. Scores were coded on a range from 1 (not acceptable) to 4 (sound & effective) and also included 0 (not observable). Some items were not scored on the full 0-4 scoring range. More information on scoring can be found in the scoring rubric in Appendix D of this report.

Results

Out of the 767 students who completed this scenario, 763 (99.5 percent) earned a passing evaluation. Of the students who failed to earn a passing score one failed due to their decision to use force (CEW), 2 failed due to their decision to use force (1 CEW, 1 OC spray) and failure to understand the force policy and one failed due to poor communication with his partner and for failure to understand the CEW directive. These four students were given remedial training by the lead Patrol Tactics instructor and a Training Division Sergeant prior to being evaluated on a similar scenario. All four students successfully completed their second scenario.

The following graphs show an overview of the scoring of all four scoring sections.

Situational Awareness
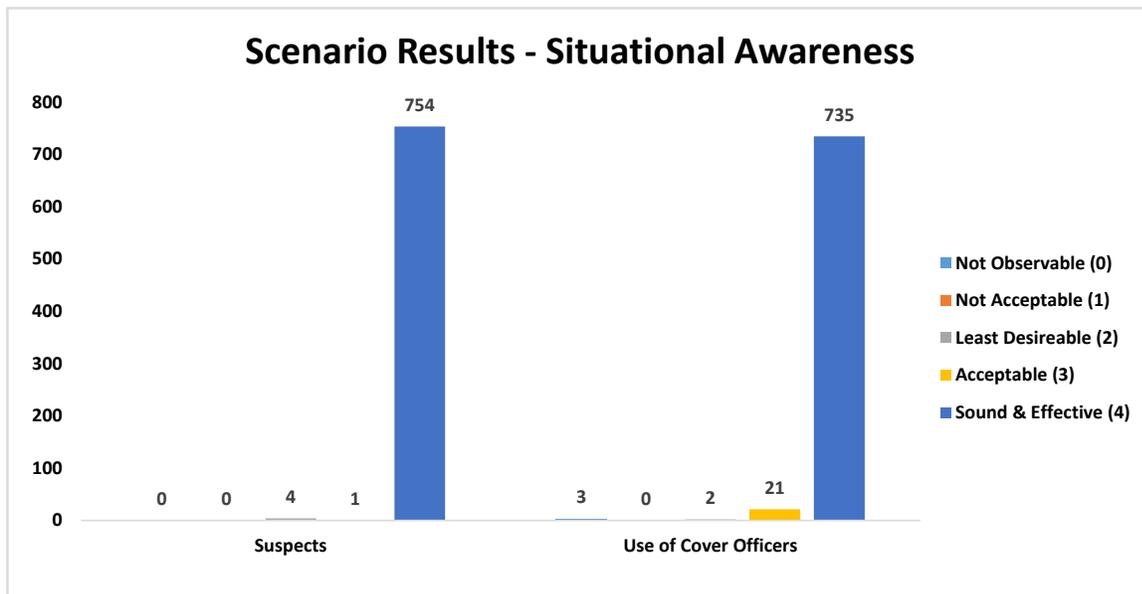
Overall students showed sound and effective tactics when dealing with the suspect. Students who received a "least desirable" score were given one either because they didn't identify that the suspect

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[9] This instructor was involved in the development of the scenario, score sheet, and rubric and scored the scenario on all 365 runs over the course of 20 in-service sessions. Having a single officer score all scenarios alleviated the possibility of interrater reliability issues.

could be a threat, or failed to properly engage with the suspect. Those who demonstrated a least desirable use of cover officers had issues with talking over their partner.

Communication

**Scenario Results - Communication**
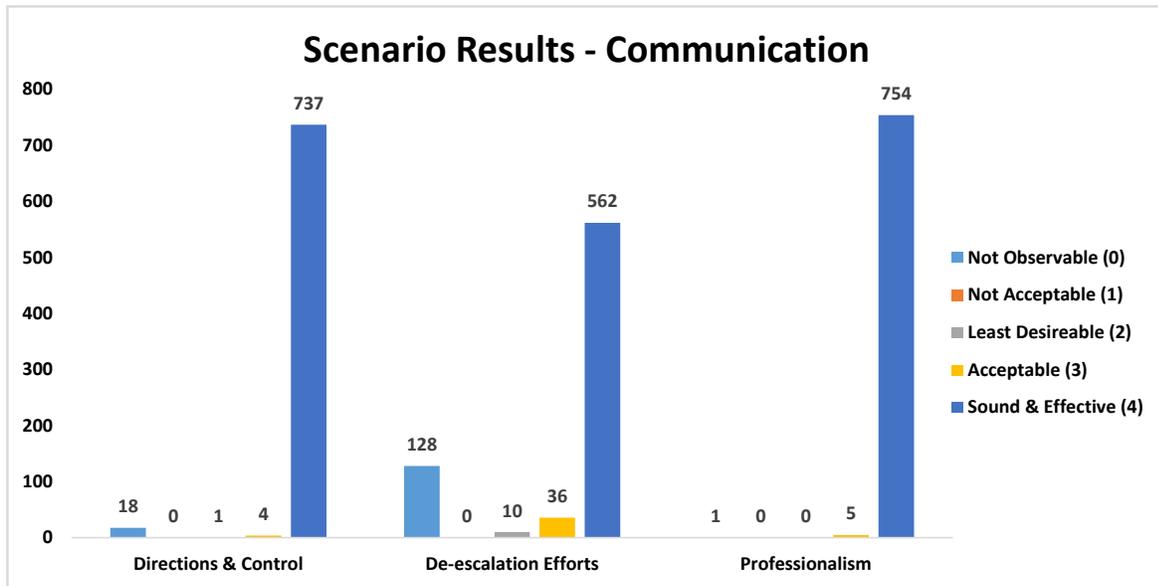
One student earned a least desirable score for directions and control. That student ultimately failed the scenario due to using force in a situation that did not require the use of force and could have been avoided by proper communication. A total of 10 students scored least desirable in de-escalation efforts. All ten of these students either used force, got caught in a cycle of saying the same thing, or warned of using force. All students scored acceptable or sound and effective in their professionalism.

Appropriate Use of Control

Scenario Scoring - Appropriate Use of Control
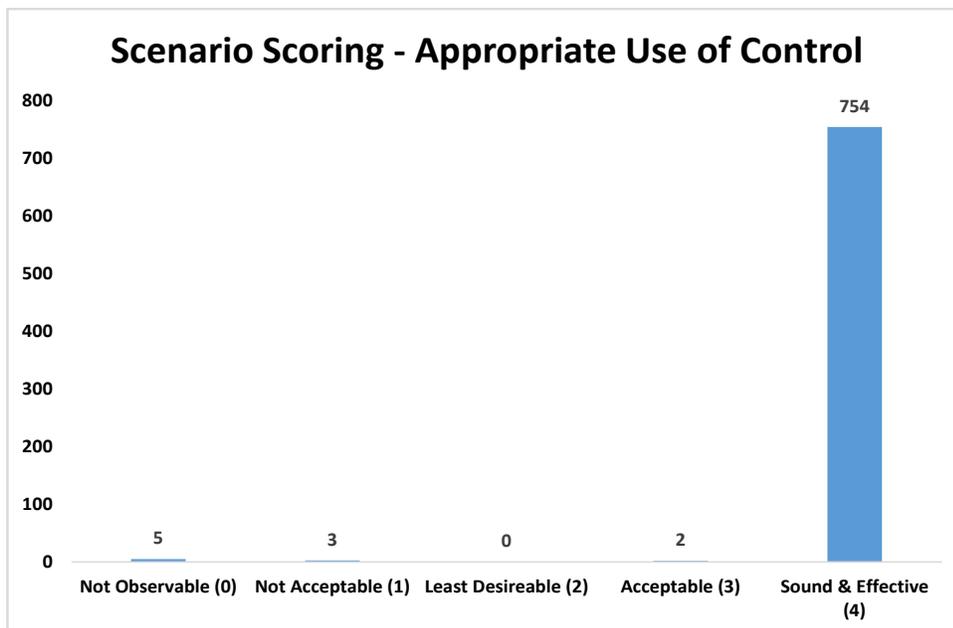
All three students who scored in the "not acceptable" category made the decision to use force against the suspect. This constituted a failure of the scenario. Of the students that used force, two could not recall the details of the force policy.

Debrief / Articulation
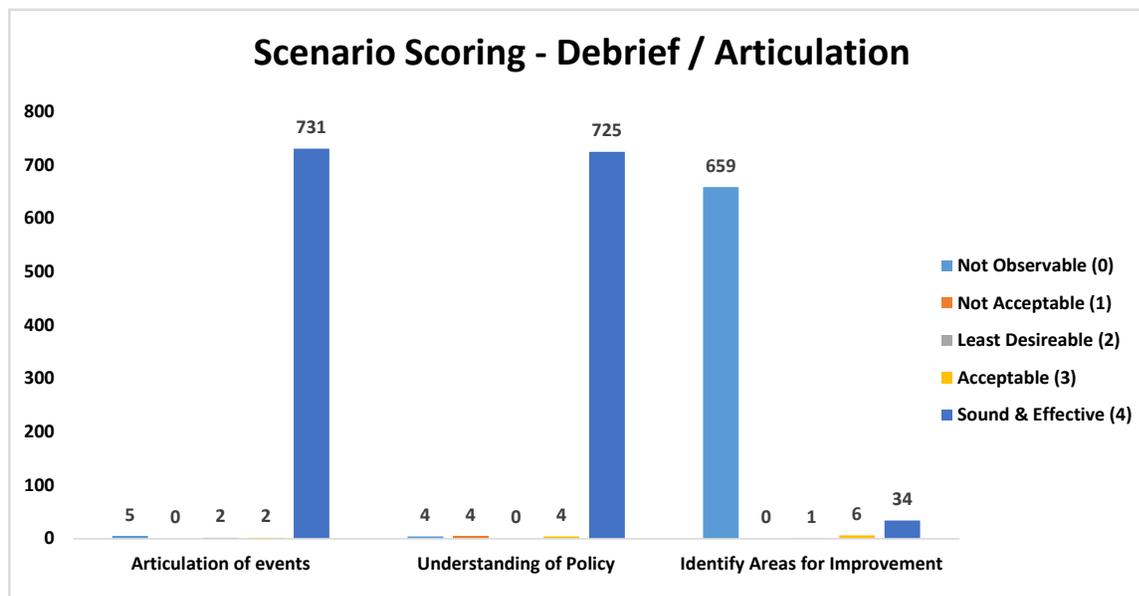
Two students earned a least desirable score on articulation of the events. Both of these students had made the decision to use force and were unable to articulate why force was needed. Four students were unable to accurately recall policy (force related policy) and earned a not acceptable and ultimately a failing score. Of those four students, 3 used force. The other student was in the role of a cover officer and mentioned during debrief that he would have used a CEW and upon asking for additional information around his reasoning it became clear he did not understand the policy. Finally one student scored in the least desirable category in ability to identify areas for improvement.

Survey Results: Student Feedback

Three survey items relating to the scenarios overall and four items pertaining specifically to the Call Regarding a Subject with a Warrant scenario were included in the student feedback survey. The items focused on gaining information on the students' overall satisfaction with the scenario, the trainer(s) instruction, the overall level of challenge the scenario provided, and whether enough time was allotted for questions and discussions.

Overall the results were positive, however somewhat lower compared to some of the other scenarios. There was a high level of agreement that the trainers were organized and well prepared (64 percent strongly agree, 34 percent agree) and were knowledgeable in the topic (66 percent strongly agree, 32 percent agree). Most of the respondents (78 percent) reported the scenario content was about right in difficulty. They also found the scenario to be a good use of their training time (48 percent strongly agree, 33 percent agree) and well designed and executed (53 percent strongly agree, 36 percent agree). They

reported there was enough time allotted for questions and discussion (57 percent strongly agree, 34 percent agree) and the debriefs aided their learning (51 percent strongly agree, 33 percent agree).

Patrol Tactics Scenarios						
n = 533						
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.*	0%	0%	0%	2%	34%	64%	14
The trainer(s) were knowledgeable in the topic.	0%	0%	0%	2%	32%	66%	15

*One person responded by circling both "agree" and "strongly agree".

Patrol Tactics - Call Regarding a Subject with a Warrant Scenario						
n = 533						
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
This scenario was a good use of my training time.	3%	3%	4%	11%	33%	48%	17
This scenario was well designed and executed.	1%	1%	3%	7%	36%	53%	17
Enough time was alloted for questions and discussion.	1%	1%	2%	6%	34%	57%	17
The debriefing after the scenario aided my learning.	2%	2%	3%	9%	33%	51%	16

Patrol Tactics Scenarios					
n = 533					
	Too Basic		About Right		Too Advanced	Missing
For myself, the scenario content was overall:	4%	9%	78%	7%	2%	18

One person (0%) responded by circling both "About Right" and the option above it.

Related On-the-Job Outcomes

The on-the-job documentation of these encounters will vary depending on what actions occur, such as whether the incident involved force. A General Offense Report would be completed for these encounters, by the primary officer. The corresponding sergeant reviews these documents for completeness of the reports, as well as reviewing the officer's actions related to decision making, policy, thoroughness of response, and documenting of crimes. Currently, this specific feedback is not formally

captured by the Training Division. However, supervisory feedback regarding on-the-job usage is sometimes provided in the In-service feedback surveys and discussions with the lead instructors and command staff.

All use of force results in a Force Data Collection Report and After Action Report. The After Actions are reviewed through supervisory, Inspector, and the Training Division's evaluation processes. This includes an examination for alignment with policy, decision making, and tactical application. This information is reviewed and incorporated into the needs assessment process.

Summary

The findings support this scenario was well conducted and received overall. The student feedback suggests the students may have found this training scenario slightly less helpful than the other three scenarios. This may have been related to it being less challenging for them. The vast majority of the students performed very well in this scenario. The findings do not suggest any related standalone future training needs for the general In-service audience at this time. However, they do support the general continuation of reinforcing use of force decision making and de-escalation skills.

Directive 1010.00 – Operational - Clicker Questions
2017-2 In-Service
Portland Police Bureau

1.) Complete the sentence: "members will use the force that is _____ under the totality of circumstances?"
   a. objectively reasonable
   b. the least force
   c. the minimum necessary
   d. the most effective

2.) Which is the new standard for giving a warning?
   a. If feasible
   b. Only if using a TASER and less-lethal beanbag
   c. Unless it would present a danger
   d. When time allows

3.) An individual subsequent use of force is justified when:
   a. Each use is independently justified
   b. Only if all uses of force are justified
   c. The final use of force is justified
   d. The prior use of force is justified

4.) As resistance decreases, the amount of force will be:
   a. Increased until custody
   b. Maintained until custody
   c. Reduced to only that to maintain control
   d. Terminated

5.) For a person in crisis, balance the need for force against the:
   a. Intensity of their crisis
   b. Interest in getting them care
   c. Negative perception of using force against a person in crisis
   d. Time spent on the call

6.) De-escalation is a deliberate attempt to reduce the _____ to resolve a call.
   a. amount of time spent
   b. governmental Interest
   c. necessity and intensity of force
   d. number of officers needed

7.) In general, when looking at a member's history of calls, what degree of force should they use?
   a. Higher degrees as experience is gained
   b. Minimize the need for force while resolving confrontations
   c. The degree stated in the Levels of Control
   d. The maximum amount allowed by law

8.) Which is not a de-escalation skill?
   a. Attempting to gain time and options
   b. A "walk away"
   c. Moving to a safer position
   d. Verbal techniques to calm someone

9.) Which accurately describes the Bureau's goal for force with regard to people in behavioral or mental health crisis?
   a. Force cannot be avoided in regards to those in crisis.
   b. Force should always be avoided.
   c. Members should attempt to avoid or minimize using force on those in crisis.
   d. Mental Health should not be a consideration when deciding to use force or not.

10.) Which is not a category of presumptively restricted persons for less-lethal force?
   a. Children under 15
   b. Medically fragile
   c. Persons over 60
   d. Pregnant persons

11.) Unless there is exigency of immediate serious bodily harm to a person, a member should limit their CEW applications to how many applications?
   a. 2
   b. 3
   c. 5
   d. No limit

12.) (True/False) A hobble may be used to place a combative subject into maximum restraint.
   a. True
   b. False

13.) (True/False) In a crowd control/crowd management situation, a less lethal impact munition or CEW can be used against a subject to prevent a risk of death or serious physical injury.
   a. True
   b. False

14.) Members may use deadly force to protect themselves or others from what they _____to be an immediate threat of death or serious physical injury.
   a. are told
   b. have probable cause
   c. reasonably believe
   d. suspect

15.) (True/False) Warning shots are always prohibited.
   a. True
   b. False

16.) Members shall not shoot at a moving or fleeing vehicle unless a(n) _____risk of death or serious physical injury to the member or others exists.
   a. Conceivable
   b. Immediate
   c. Likely
   d. possible

17.) Members are not required to summon medical when/for:
   a. CEW drive stun only
   b. CEW with probes attached
   c. Complaint of injury
   d. Excited delirium

In-Service Knowledge Exam
2017-2 In-Service
Portland Police Bureau

At the end of Day 1 of 2017-2 In-Service all students completed a 15 question exam testing their knowledge over three of the topics taught during the day. Eleven questions fell under use of force and the newly adopted Directive 1010.00, two questions covered the pursuit policy and two questions covered the topic of crowd control. In order to earn a passing grade students needed to earn a minimum score of 80 percent, or 12 of 15 points. The program used for the test did not allow students to skip or not answer a question so all students answered all 15 questions on every exam.

This exam was sent out over e-mail to all members who attended in-service that day. The e-mail contained a short introduction to the exam and a link which took students to the exam. Each link was specific to the day and was unable to be accessed before or after the period of time allowed for the exam. For those who didn't complete the entire day of classes, they took the exam once they had attended the three classes the exam covered. The exam was taken by most members on their bureau issued cell phone. Laptop computers were available for anyone needing to or wishing to take the exam on one. During the time allotted for the exam a member of the Curriculum Development Unit was available for anyone experiencing technical difficulties in getting access to the exam.

Questions

The exam consisted of 15 questions. All questions were multiple choice or multiple answer format. The questions were developed by the Training Division's lead Defensive Tactics instructor, the Training Division's lead Police Vehicle Operation's instructor and the Curriculum Development Unit of the Training Division of the Portland Police Bureau. This exam was written specifically for the 2017-2 In-Service knowledge exam.

Two questions required changes after the start of in-service. Question 6 asked students to identify to whom members should issue a warning to prior to deploying a less lethal weapon. Two answers were chosen frequently; "the suspect force is going to be used against" and the correct answer "the suspect and other bureau members." After the first session this question was changed to "According to our directive, when feasible which two groups should you give a warning/alert to prior to using a less lethal weapon?" The correct answers were then changed to "the subject whom force is to be used on" and "other sworn members".

The second question requiring changes initially asked "Which of the following is NOT an acceptable type of force to use during crowd control situations?" The answer choices were "Aerosol restraints", "canine units", "CEW", and "Impact munitions". During session 2, held on September 13th it was brought to the attention of the Training Division that question 14 was confusing and would benefit from a change to the wording. This question was changed after the first two sessions to read "Which two of the following options are NOT an acceptable type of force to use during crowd dispersal?" The correct answers were "CEW" and "Canine Unit".

The most commonly missed questions were question 6, question 14, and question 15. Question six had two correct answers (the 38 members who answered a different form of this question were not included in this part of the analysis). All but one officer correctly identified that you needed to give a warning to the suspect you were going to use force against, but 109 students (14 percent) did not identify that you also need to warn other sworn members.

Another commonly missed question was question 14, which also had two correct answers. The 75 members who answered another version of this question were not included in this portion of the analysis. All but 7 of the students correctly identified that using a canine during crowd dispersal was against policy. Out of the 732 responses to this version of the question, 123 students (17 percent) did not correctly identify that it is against policy to use a CEW during crowd dispersal.

The third question missed at a high rate was question 15. This question asked "Which crowd control tactic would be appropriate in a situation where a few people show up to a planned protesting holding baseball bats?" The correct answer was "pre-emptive removal", answered correctly by 79 percent of students. The majority of the students who chose an incorrect answer chose "targeted force against those with weapons" (15 percent), followed by "containment of crowd" (5 percent), and lastly by "dispersal of crowd" (1 percent).

Answers by Question
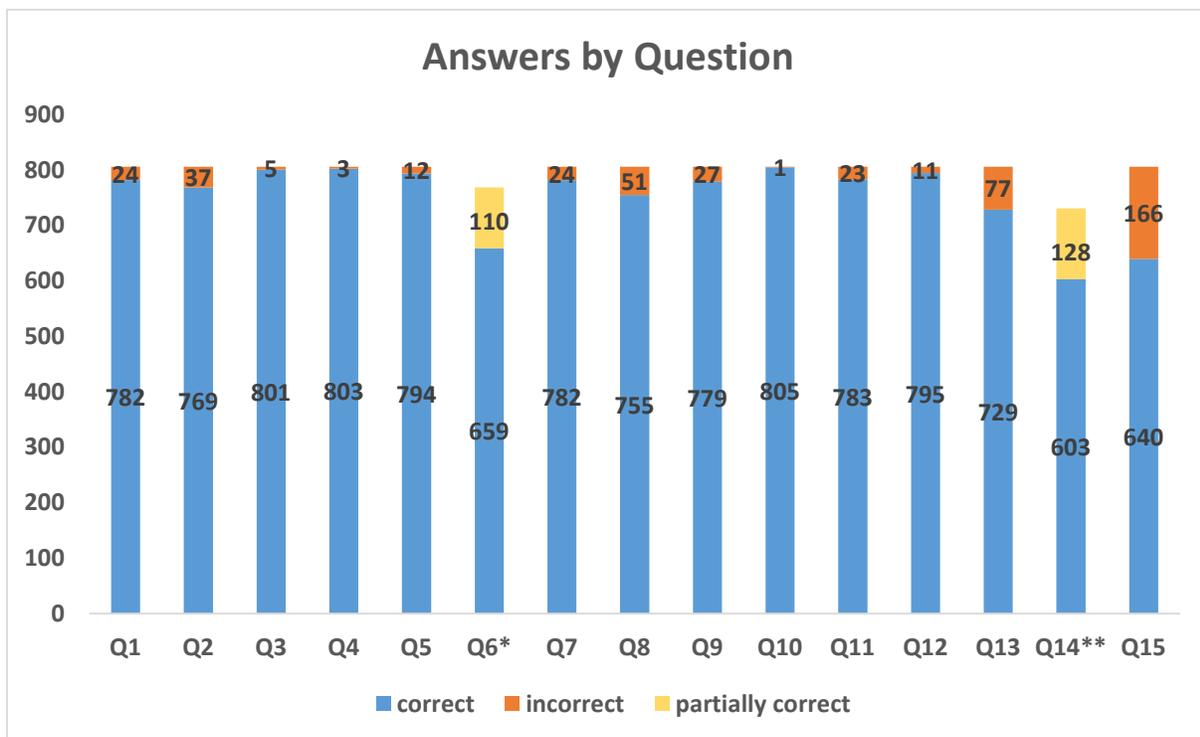
*Q6 was rewritten following session 1 and has 769 valid responses. Other questions have 806 valid questions.

**Q14 was rewritten following session 2 and has 731 valid responses.

***Q6 and Q14 have two correct answers and may be counted as partially correct, all other questions only have 1 correct answer.

Results

Overall 806 officers took the exam. Of the 806 officers who took the exam, 800 (99 percent) passed the exam on their first attempt. The six officers who failed their first attempt were contacted by a Training

Division Sergeant and were given remedial training prior to taking a second exam which was similar but not identical to the original exam. Of the six students who did not earn a passing score of 80 percent, 5 passed on their second attempt. The remaining student who failed the second exam was given additional remedial training and was then required to attend the classroom portion of in-service a second time, where they earned a passing score. The data collected from the retake exams were not included in this analysis.

The following table shows the individual scores for the exam.

Date of Session	10.0	11.0	11.5	12.0	12.5	13.0	13.5	14.0	14.5	15.0
9/7/2017	0	1	0	6	0	7	0	16	0	7
9/13/2017	0	0	0	2	1	3	6	11	4	10
9/15/2017	0	0	0	0	1	0	2	6	0	14
9/27/2017	0	0	0	0	0	2	0	6	5	22
9/29/2017	0	0	0	0	0	2	3	3	6	11
10/2/2017	0	0	0	2	0	0	4	8	3	18
10/5/2017	0	0	1	2	1	3	2	11	1	12
10/12/2017	0	0	1	2	1	3	4	11	6	15
10/19/2017	0	0	0	1	1	1	5	10	4	19
10/26/2017	0	0	0	1	1	3	3	7	11	20
10/30/2017	0	0	0	3	1	4	1	14	4	19
11/1/2017	1	0	1	0	1	1	5	7	10	21
11/3/2017	0	0	0	0	3	2	1	8	5	13
11/7/2017	0	0	0	0	1	2	4	16	5	18
11/16/2017	0	0	0	2	1	3	6	9	6	23
11/29/2017	0	0	0	0	0	6	7	18	4	16
12/1/2017	0	1	0	0	3	2	9	12	3	16
12/4/2017	0	0	0	1	1	6	2	12	9	19
12/6/2017	0	0	0	1	3	2	5	10	8	26
Various*	0	0	0	1	0	3	1	4	1	18
Total	**1**	**2**	**3**	**24**	**20**	**55**	**70**	**199**	**95**	**337**

*This category consisted primarily of people working within the training division or those participating as instructors for 2017-2 in-service.

Introduction to the test link:

The test consists of 15 questions. A passing score is 80 percent or greater. Any person with a score of less than 80 percent will be contacted by a Training Division Sergeant and will have an opportunity to take a second exam during day 2 of in-service.

The test must be completed by 1600 today and may only be taken one time.

Feel free to contact a Training Division Sergeant or member of the Curriculum Development Unit for feedback or questions about your score.

1. For a person in crisis, balance the need for force against the:
   a. Intensity of their crisis
   b. Interest in getting them care
   c. Negative perception of using force against a person in crisis
   d. Time spent on the call

2. An individual subsequent use of force is justified when:
   a. It is independently justified
   b. Only when all uses of force are justified
   c. The final use of force is justified
   d. The prior use of force is justified

3. Which accurately describes the Bureau's goal for force with regard to people in behavioral or mental health crisis?
   a. Force cannot be avoided in regard to those in crisis
   b. Force should always be avoided
   c. Force should attempt to be avoided or minimized
   d. Force should not exceed 10% of all mental health related calls

4. Which is NOT a category of presumptively restricted persons for less-lethal force?
   a. Children under age 15
   b. Medically fragile individuals
   c. Persons over age 60
   d. Pregnant persons

5. Which is NOT a category for required post force medical?
   a. Subject is injured
   b. Subject complains of injury
   c. Subject is not injured but has a history of self-harm behavior
   d. Subject is in a restricted category and had category 1, 2, or 3 force used against them

6. According to our directive, when feasible which two groups should you give a warning/alert to prior to using a less lethal weapon?
    a. Other sworn members
    b. Potential witnesses
    c. General public
    d. The subject whom force is to be used on

> Question 6 – Given to the 37 participants of Session 1 on September 7, 2017
>
> 6. Prior to using a less lethal weapon, who should members issue a warning to?
>   a. Other members only
>   b. Witnesses and the unsuspecting public
>   c. The suspect that force is going to be used against
>   d. The suspect and other bureau members

7. When objectively reasonable which of the following would be an authorized exception for using a CEW on a 13 year old subject?
    a. Resistance to arrest
    b. Engaged in a suicidal act
    c. Flight from a subject stop where probable cause exists
    d. Failure to obey a lawful order

8. What is meant by the duty of a member to intercede in regards to force?
    a. All members shall reasonably intercede in all unlawful activities committed in front of them
    b. All members shall reasonably intercede with force when other members are unable to verbally control a subject
    c. All members shall reasonably intercede to prevent the use of unlawful force by another member
    d. All members shall reasonably intercede with lethal force when another member's life is being unreasonably risked

9. According to our directive, officers should use de=escalation whenever reasonable. Initial de-escalation techniques include which of the following options?
    a. Concealment, speaking calmly, and placing barriers between you and the subject
    b. Giving warnings, using cover, and aggressive posture or presence
    c. Pointing your CEW, using commands, and giving warnings
    d. Swift physical action, using cover, and speaking calmly

10. When force is used, the amount of force shall be reduced as resistance _____.
    a. Decreases
    b. Escalates
    c. Increases
    d. Stagnates

11. According to our directive, what type of communication is best when interacting with a subject in order to avoid confusion?
    a. Emotional awareness communication
    b. Indirect communication
    c. Non-verbal communication
    d. One-on-one communication

12. In which scenario could an officer engage in a vehicle pursuit and be within policy?
    a. While taking a subject to MCDC, an officer comes across the path of another officer pursuing a known robbery suspect.
    b. A known suspect runs over two pedestrians in a crosswalk as he flees from the scene of a crime and refuses to stop.
    c. A known suspect in a liquor store theft case fails to stop. Prior to attempting to stop him the suspect was driving in a safe manner but is currently running through traffic signals.
    d. An unknown suspect is driving on Interstate 205 at 65mph and is heading into Washington State. WSP has decided to pick up the pursuit and has taken primary. Two additional WSP units join the pursuit.

13. An unknown murder suspect is being pursued by Air One when the suspect hits a citizen's vehicle at 50mph. What is the appropriate response?
    a. All units should disengage including Air One due to the suspect's driving behavior.
    b. All vehicle units should disengage while Air One follows the suspect vehicle. After aid is rendered vehicle units may reengage.
    c. One unit should disengage to render aid while the other units continue the pursuit.
    d. Units should radio for medical but continue the pursuit.

14. Which two of the following options are NOT an acceptable type of force to use during crowd dispersal?
    a. Aerosol restraints
    b. Canine units
    c. CEW

Question 14 – Given to the 75 participants of Session 1 on September 7, 2017 and Session 2 on September 13, 2017.

14. Which of the following is NOT an acceptable type of force to use during crowd control situations?
    a. Aerosol restraints
    b. Canine unit
    c. CEW
    d. Impact munitions

15. Which crowd control tactic would be appropriate in a situation where a few people show up to a planned protest holding baseball bats?
    a. Containment of crowd
    b. Dispersal of crowd
    c. Pre-emptive removal
    d. Targeted force against those with weapons

Pursuit Knowledge Check Clicker Questions
2017-2 In-Service
Portland Police Bureau

1.) In which scenario(s) could an officer pursue a suspect and be within policy?

   A) You are patrolling the area with a ride-along when you spot a vehicle wanted in a murder case. You are unable to confirm the driver is the wanted suspect and the driver fails to stop.
   B) A known suspect in a liquor store theft case fails to stop. Prior to attempting to stop him the suspect was driving in a safe manner but is currently running through traffic signals.
   C) An unknown suspect is driving on Interstate 205 at 65mph and is heading into Washington State. WSP has decided to pick up the pursuit and has taken primary. Two additional WPS units join the pursuit.
   D) A known suspect in a sex trafficking case has failed to stop. He is obeying traffic signals but is driving about 10mph over the speed limit. An informant has told detectives the suspect plans to drive to Mexico.

2.) In which scenario(s) could an officer pursue a suspect and be within policy?

   A) A known suspect runs over 2 pedestrians in a crosswalk as he flees from the scene of a felony person crime and is not stopping.
   B) While taking a suspect to MCDC, an officer comes across the path of another officer pursuing a known robbery suspect.
   C) An unknown suspect is driving East on Glisan Street. He is driving 8 mph over the speed limit and is obeying traffic signals.
   D) A PPB cadet is returning to Central Precinct after picking up a patrol car after dark. He comes across a 1 car pursuit of a murder suspect. The closest backup is 3 minutes away.

3.) Which passenger is allowed in a non-primary pursuing vehicle?

   A) Chaplains
   B) Complainants
   C) Suspects
   D) Witnesses

4.) It is 2 o'clock in the morning and an unknown suspect is spotted who is wanted in connection to a $200,000 theft from a business. The suspect is seen leaving the area in a white Kia Soul. You respond to the call and locate the vehicle and attempt to stop it but the suspect refuses to stop and starts to increase speed. Under Directive 630.05 what would allow you to pursue this vehicle?

   A) Reasonable suspicion that the suspect committed a person felony crime.
   B) The suspects driving behavior prior to the initiation of a stop.
   C) Supervisor approval under extraordinary circumstances.
   D) Officer discretion.

2017-2 In-Service
Scenario Program Evaluation

Date: _____

Evaluator DPSST: _____

Officer 1: _____

Officer 2: _____

Did Officers Switch Rolls?   Yes ☐   No ☐

	Officer 1 (Refer to Scoring Guidelines)					Officer 2 (Refer to Scoring Guidelines)				
	0	1	2	3	4	0	1	2	3	4
	Not Observable	Not Acceptable	Least Desirable	Acceptable	Sound & Effective	Not Observable	Not Acceptable	Least Desirable	Acceptable	Sound & Effective

1. Situational Awareness

	O1-0	O1-1	O1-2	O1-3	O1-4	O2-0	O2-1	O2-2	O2-3	O2-4
A. Suspects	○	○	○		○	○	○	○		○
B. Use of Cover Officers	○		○	○	○	●		●	●	●

Officer 1 Notes:

Officer 2 Notes:

2. Communication

	O1-0	O1-1	O1-2	O1-3	O1-4	O2-0	O2-1	O2-2	O2-3	O2-4
A. Directions and Control	○		○	○	○	○		○	●	○
B. De-escalation Efforts	○		○	○	○	○		●	●	○
C. Professionalism	○		○	○	○	●		○	○	○

Officer 1 Notes:

Officer 2 Notes:

3. Appropriate Use of Control

	O1-0	O1-1	O1-2	O1-3	O1-4	O2-0	O2-1	O2-2	O2-3	O2-4
A. Use of Control Decision Making	○	○		○	○	○	○		●	○

Officer 1 Notes:

Officer 2 Notes:

4. Debrief/Articulation

	O1-0	O1-1	O1-2	O1-3	O1-4	O2-0	O2-1	O2-2	O2-3	O2-4
A. Articulation of Events	○		○	○	○	○		○	○	○
B. Understanding of Policy	○		○	○	○	○		○	○	○
C. Identify Areas for Improvement	○	○		○	○	○	○		○	○

Officer 1 Notes:

Officer 2 Notes:

5. Comments & Final Evaluation

Officer 1 Comments:

Officer 2 Comments:

Pass: ○   Remedial Pass: ○   Fail: ○   Pass: ○   Remedial Pass: ○   Fail: ○

October 31, 2017
Portland Police Bureau, Training Division

2017-2 In-Service
Scenario Program Evaluation

Date: _____

Evaluator DPSST: _____

Officer 3: _____

Did Officer 3 Switch Rolls?   Yes ☐   No ☐

	Officer 3 Refer to Scoring Guidelines				
	0 Not Observable	**1** Not Acceptable	**2** Least Desirable	**3** Acceptable	**4** Sound & Effective

1. Situational Awareness

	0	1	2	3	4
A. Suspects	◯	◯	◯		◯
B. Use of Cover Officers	●	●	●	●	●

Officer 3 Notes:

2. Communication

	0	1	2	3	4
A. Directions and Control	◯	◯	◯	●	◯
B. De-escalation Efforts	◯	◯	●	●	◯
C. Professionalism	◯	◯	◯	◯	◯

Officer 3 Notes:

3. Appropriate Use of Control

	0	1	2	3	4
A. Use of Control Decision Making	◯	◯		●	◯

Officer 3 Notes:

4. Debrief/Articulation

	0	1	2	3	4
A. Articulation of Events	◯	◯	◯	◯	◯
B. Understanding of Policy	◯	◯	◯	◯	◯
C. Identify Areas for Improvement	◯	◯		◯	◯

Officer 3 Notes:

5. Comments & Final Evaluation

Officer 3 Comments:

Pass: ◯   Remedial Pass: ◯   Fail: ◯

Category: Situational Awareness

- Suspects
- Use of Cover Officers

Response	Not Acceptable (1)	Least Desirable (2)	Acceptable (3)	Sound & Effective (4)
Suspects (Primary Officer)	Puts self or partner in a dangerous position by failing to recognize the potential danger of the suspect. **OR** Puts the suspect in additional danger by using or attempting to use unnecessary force.	Recognizes the potential danger of the suspect but is unable to articulate what dangers were present and how to minimize that danger.	N/A	Recognizes the potential dangers of the situation to both officers and suspect and appropriately responds to minimize those dangers.
Suspects (Cover Officer)	Puts self or partner in a dangerous position by failing to recognize the potential danger of the suspect.	Chooses to stand in a position that puts the officers at a safety and tactical disadvantage but recognizes that the suspect may be dangerous.	N/A	Keeps self and primary officer in a safe position and changes position when necessary to continue to provide safe cover.
Use of Cover Officers (Primary Officer)	Fails to acknowledge or communicate with their cover officer. **OR** Uses tactics which places their cover officer in greater danger.	Uses cover officer for safety purposes but does not utilize the cover officer to resolve the situation. Improvement was identified in the debrief.	Utilizes the cover officer effectively and practices officer safety.	Utilizes the cover officer effectively and practices officer safety through verbal and non-verbal communication with the cover officer.
Use of Cover Officer (Cover Officer)	N/A	N/A	N/A	N/A

Category: Communication

- Directions and Control
- De-escalation Efforts
- Professionalism

Response	Not Acceptable (1)	Least Desirable (2)	Acceptable (3)	Sound & Effective (4)
Directions and Control (Primary Officer)	Officer does not give clear commands and direction to the suspect **OR** Officer uses physical force instead of de-escalation techniques in order to control the suspect. **OR** Officer engages verbally with suspect but fails to direct the suspect on what to do.	Officer engages verbally with suspect, but fails to effectively control the situation.	Officer engages with the suspect and gives commands, but could have provided an expanded and more detailed list of commands.	Officer provides clear and effective verbal commands to the suspect to keep control of the situation.
Directions and Control (Cover Officer)	Gives directions or speaks in a way that makes the primary less effective or confuses and escalates the suspect.	Should have provided radio communication but failed to (if applicable).	N/A	Provides radio communication if appropriate.

De-escalation Efforts (Primary Officer)	Officer fails to use de-escalation tactics.	Officer uses ineffective de-escalation tactics and does not change tactics.	Officer uses ineffective de-escalation tactics, realizes the suspect's behavior is not de-escalating and changes to a more effective tactic.	Officer uses verbal and non-verbal to de-escalate the situation effectively.
De-escalation Efforts (Cover officer)	Primary struggles to gain compliance and the cover officer fails to switch roles. **OR** Cover officer displays behavior that escalates the situation.	N/A	N/A	Covers primary officer and uses non-verbal communication that does not escalate the behavior of the suspect.
Professionalism (Primary & Cover Officers)	Uses derogatory language towards the subject. **OR** Uses profanity towards the subject **OR** Escalates the behavior of the subject by poor communication skills.	Communicates using profanity but accomplishes getting the subject to comply with commands.	Communication is professional and aids in accomplishing custody.	Communicates in a way that is professional and compassionate towards the subject.

Category: Appropriate Use of Force

- Use of Force Decision Making

Response	Not Acceptable (1)	Least Desirable (2)	Acceptable (3)	Sound & Effective (4)
Use of Force Decision Making (Primary Officer)	Does not use or uses ineffective verbal commands and resorts to using physical force.	N/A	Gains eventual compliance from the suspect without resorting to physical force but improvements were discussed in the debrief.	Compliance is achieved without using any physical force.
Use of Force Decisions Making (Cover Officer)	Uses physical force **OR** Fails to switch roles with the primary when it is apparent the primary is struggling to maintain control of the situation and that physical force will be the result.	N/A	N/A	No force is used and the cover officer maintains a calm demeanor throughout the situation.

Category: Debrief/Articulation

- Articulation of events
- Understanding of policy
- Identify areas for improvement

Response	Not Acceptable (1)	Least Desirable (2)	Acceptable (3)	Sound & Effective (4)
Articulation of Events (Primary & Cover Officers)	Does not accurately recall facts and details of the event.	Struggles to articulate justification for actions that is consistent with law and policy.	Accurately recalls facts and details of the event.	Clearly, accurately, and confidently articulates justification for actions that is consistent with law and policy.
Understanding of Policy (Primary & Cover Officers)	Unable to articulate justification for actions that is consistent with law and policy.	Able to articulate most of the policy and procedures pertaining to the scenario accurately but makes some minor errors.	Able to articulate most of the policy and procedures pertaining to the scenario accurately but makes one minor error.	Able to accurately articulate policy and procedures pertaining to the scenario.
Identify Areas for Improvement (Primary & Cover Officers)	Unable to self-critique and recognize mistakes (if applicable). **AND** Unable to identify or give consideration to alternative approaches.	N/A	Is able to identify mistakes (if applicable) or alternative approaches to a limited extent. Is receptive and engaged in feedback.	Initiates self-critique and recognizes mistakes (if applicable). **AND/OR** Identifies alternative approaches.

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TRAINING DIVISION

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