



## 2018-3 IN-SERVICE TRAINING

### Evaluation of General In-Service Training for Tenured Officers

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# Table of Contents

INTRODUCTION .....	4
PROCEDURAL JUSTICE, LEGITIMACY, AND IMPLICIT BIAS.....	6
DECISION MAKING REVIEW.....	10
PATROL PROCEDURES: CLASSROOM.....	13
CONDUCTED ELECTRONIC WEAPONS: CLASSROOM.....	16
LEGAL UPDATES.....	19
FIREARMS .....	23
CONDUCTED ELECTRONIC WEAPONS: APPLIED SKILLS .....	28
POLICE VEHICLE OPERATIONS .....	33
CONTROL TACTICS.....	36
PATROL PROCEDURES SCENARIO: PROPERTY CALL IN AN APARTMENT' .....	40
PATROL PROCEDURES SCENARIO: COVER FIRE .....	46
PATROL PROCEDURES SCENARIOS: POST SHOOTING DRILLS .....	51
PATROL PROCEDURES SCENARIOS: AMBUSH IN A VEHICLE.....	54
APPENDIX A: 2018-3 IN-SERVICE KNOWLEDGE EXAM.....	57
APPENDIX B: 2018-3 IN-CLASS LEARNING ASSESSMENT – CLICKER QUESTIONS .....	60
APPENDIX C: 2018-3 SCENARIO SCORING EVALUATION RUBRICS .....	65

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## INTRODUCTION

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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, numerous training needs are identified for In-service beyond training hours available, which bring additional challenges to the training managers as they balance the prioritizing of training needs with maximizing training time. The 2018-3 In-service was a two day training for all sworn Portland Police Bureau members. The 2018-3 In-service provided refresher training in many different topic areas, which are listed in the table on this page along with the number of training hours. Emphasis was placed on de-escalation, community member and officer safety, and procedural justice. The training topics were derived from the Chief's Office, external auditor reports, Training Division lead instructors and management, the formal needs assessment process, and the Training Advisory Committee.

2018-3 IN-SERVICE Class Sessions	NUMBER OF HOURS
Procedural Justice, Legitimacy, and Implicit Bias	4
Decision Making Review	1
Patrol Procedures: Classroom	1
Conducted Electronic Weapons: Classroom	0.5
Legal Updates	1
Firearms	2.2
Conducted Electronic Weapons	2.2
Control Tactics	2.2
Patrol Procedures Scenarios	2.2

### *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.

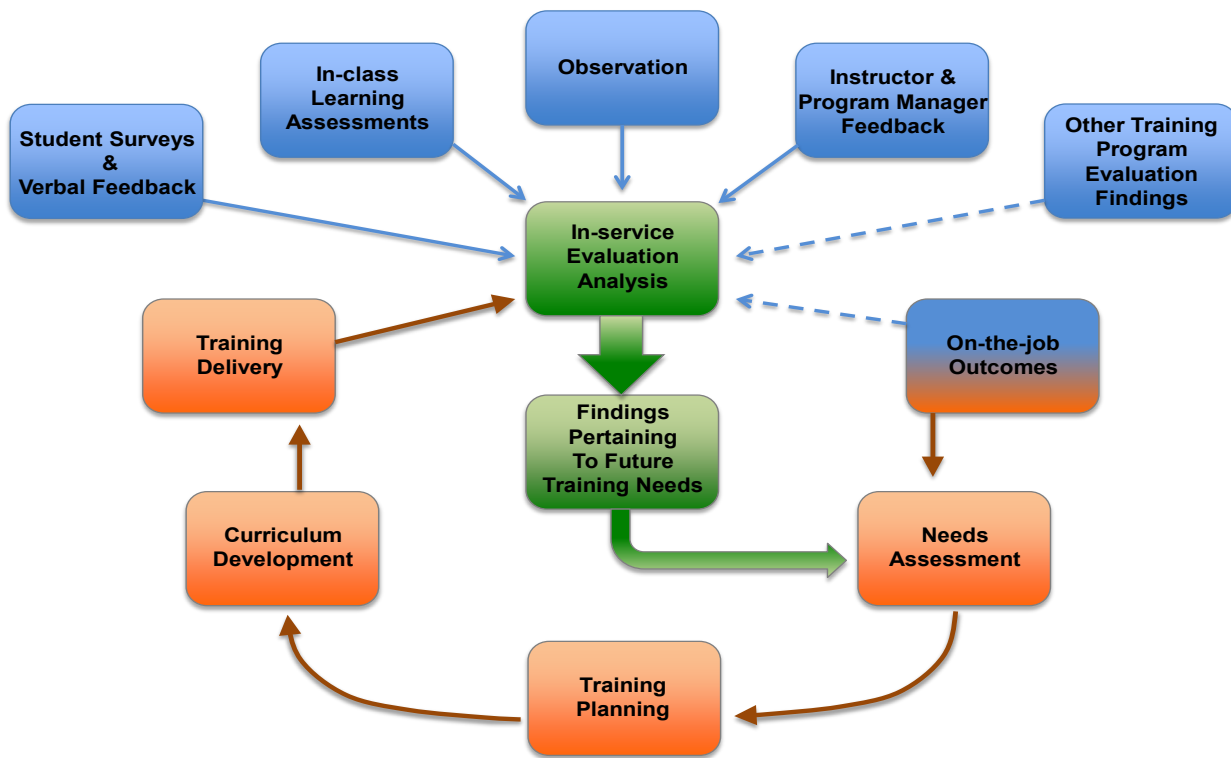


Figure 1: In-Service Training Evaluation Process

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 are 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 2018-3 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

This course is the third in a series focused on Equity. It surveys procedural justice, legitimacy and implicit bias as they relate to the issues facing Portland Police Bureau members in Portland communities. This course provides tools to recognize and overcome implicit bias and use elements of procedural justice. The goal is to ultimately improve police legitimacy in the eyes of all community members and groups.

The need for this training stemmed from the Racial Equity Plan; it has been recommended by community and other external stakeholders and is reflected in the 2017 training needs assessment.

### *Related Laws/Directives*

- 0344.05, Bias- Based Policing / Profiling Prohibited

### *Learning/Performance Objectives*

- Define procedural justice and corresponding elements.
- Define police legitimacy.
- Define implicit bias and stereotype threat.
- Identify situations when members can apply procedural justice elements, recognize implicit bias and its impact on police decision-making, and positively influence community perceptions of police legitimacy.
- Describe strategies to counteract implicit bias and stereotype threat.

## In-Class Learning Assessments

### *End of Day Directive Test*

The end of day knowledge test included seven questions pertaining to this class<sup>1</sup>.

### *Results*

The first question asked “The Portland Police Bureau’s Decision Making Model revolves around three core principles that inform and guide each step in the decision making process. What are the three principles?”. The correct answer, “PPB Mission Statement, Values, and Directives”, was chosen by approximately 88 percent of the students taking the test. Of those that did not respond correctly, 8 percent chose “Ethics, Fairness, and the Sanctity of Human Life”.

The second question asked “Which are the elements of procedural justice?”. The majority (89 percent) of the students answered it completely correctly. Approximately 11 percent incorrectly chose “Legitimacy” as being an element of procedural justice. An earlier version of the end of day knowledge test asked “Which is NOT an element of procedural justice?”. This version was provided to 23 students; the majority of test takers (96 percent) correctly chose “Legitimacy” as not being an element of procedural justice.

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<sup>1</sup> A copy of this knowledge test is provided in Appendix A.

The third question asked students to finish the partial statement “People who view police as legitimate...”. Test takers were instructed to “select all that apply” for this question. The majority of the students (91 percent) were completely correct in their answer. Approximately 98 percent correctly identified “Believe police should exercise their authority to maintain order, manage conflicts and solve problems”. The majority of the students (94-96 percent) correctly identified “Defer to the law and accept police authority” and “Believe police try to protect the community from crime and violence”.

The fourth question asked “What factors affect police legitimacy?”. The correct answer, “All of the above”, was chosen by 97 percent of the students. Approximately 3 percent selected “Public confidence in police fairness”.

The fifth question was “\_\_\_\_\_ is the fear of how one is treated based on a negative group stereotype.”. The majority of students (88 percent) correctly chose “Stereotype threat”. Of those that did not respond correctly, 9 percent selected “Implicit bias” and 2 percent selected “Implicit threat”.

The sixth question asked “Which is a strategy to counteract stereotype threat and implicit bias?”. Test takers were instructed to “select all that apply” for this question. The majority of the students (69 percent) were completely correct in their response. A high majority of the test takers (98 percent) correctly identified “Recognition and awareness”. The majority of the students (76-85 percent) correctly identified “Give yourself, when feasible, more time and space to identify and articulate facts to reduce errors” and “Question assumptions”.

The seventh question asked “True or False? Only police officers are negatively impacted by implicit biases.”. Nearly all of the students (99 percent) chose “False”, which was the correct answer.

### **Survey Results: Student Feedback**

Eight survey items pertaining to the 2018-3 In-service Procedural Justice, Legitimacy, and Implicit Bias training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and whether the training increased their level of understanding of applying procedural justice elements in their work and how to counteract implicit bias.

In total there were 744 completed surveys. Overall, the results indicate that this training was well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (52 percent strongly agree, 40 percent agree) and were knowledgeable in the topic (52 percent strongly agree, 42 percent agree). Furthermore, most respondents felt that the interaction between the trainer and the class was positive (39 percent strongly agree, 51 percent agree). The students seemed to indicate lower levels of agreement regarding whether or not this class was a good use of their training time (14 percent strongly agree, 36 percent agree, 26 percent slightly agree) relative to the other classes. In the open-ended survey item to gather additional comments, although many students expressed appreciation for the quality of the sworn instructors’ presentations, a number of respondents reported that they felt the training could have been condensed or was redundant to previous trainings. Furthermore, several students indicated that other training topics were a better use of training time.

Procedural Justice, Legitimacy, and Implicit Bias							
n = 744							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	5%	0%	0%	3%	40%	52%	6
The trainer(s) were knowledgeable in the topic	4%	0%	1%	2%	42%	52%	14
Overall, the interaction between the trainer and the class was positive	3%	0%	1%	5%	51%	39%	12
This class was a good use of my training time	6%	9%	10%	26%	36%	14%	15

Most of the respondents found the video exercises and discussion helpful to some degree (70 percent at least moderately helpful). Most also reported some amount of learning gains regarding their understanding of the factors that affect police legitimacy (68 percent at least moderately improved), their understanding of how to apply procedural justice elements in their work (67 percent at least moderately improved), and their understanding of how to counteract implicit bias and stereotype threat (63 percent at least moderately improved).

Procedural Justice, Legitimacy, and Implicit Bias							
n = 744							
	No, not at all	Yes, to a small extent		Yes, moderately		Yes, to a great extent	Missing
	(0)	(1)	(2)	(3)	(4)	(5)	
Did you find the video exercises and discussion helpful?	8%	16%	5%	37%	22%	11%	7
Did this class increase your understanding of what factors affect police legitimacy?	9%	18%	6%	36%	20%	12%	7
Did this class increase your understanding of how to apply the procedural justice elements in your work?	8%	18%	7%	34%	20%	13%	7
Did this class increase your understanding of how to counteract implicit bias and stereotype threat?	10%	21%	6%	33%	17%	13%	8



## **Related On-the-Job Outcomes**

The Bureau is working on forming evaluation measures for the Equity Initiative and Procedural Justice Program. Future related reports will be reviewed as a part of the needs assessment process.

## **Summary**

The findings support this class was well conducted and received overall, and the ratings were significantly higher compared to the 2018-2 session results. The findings suggest that people did experience some gains in learning in regards to procedural justice and implicit bias. The findings still indicate the teachings in this topic area may be redundant for many, limiting the value of the training in terms of increasing learning. However, the Training Division has conducted a comparison of the curriculum presented for this In-service with curriculum from other policing agencies as well as the main literature research on procedural justice and implicit bias. The curriculum presented for 2018-3 In-service appears to be in line to more advanced in comparison to the research the Training Division has conducted thus far. It was noted that the session could have provided a more thorough management introduction and the curriculum could have been condensed to a two to two and a half hour session, which may have increased student engagement. Future classes on the topic may benefit from condensing the curriculum in shorter training segments and/or further increasing the relevancy of the material to law enforcement to maximize learning, class engagement, and training time.

## Overview

Officers make critical decisions each day that can have a lasting effect on community members. Members were provided an overview of the Decision Making Model and how to apply it to use of force decision making and reporting in 2018-2 In-Service. This session built off the lessons learned in the prior class, giving members an opportunity to put the model into action in a controlled setting.

During this session, officers and sergeants will listen to and watch body cam footage from different critical incidents encountered by officers in different jurisdictions in order to practice their decision-making abilities in a high stress situation. The videos were segmented to allow breaks for members to respond to worksheets with questions pertaining to quick decision making and critical decision making. After the video exercises, the instructor facilitated a larger group discussion.

The need for this training stemmed from DOJ, COCL, and Chief's Office recommendations and is reflected in the 2017 Needs Assessment Report.

### *Related Laws/Directives*

- 850.20 Mental Health Crisis Response
- 1010.00 Use of Force

### *Learning/Performance Objectives*

- Explain the tactics that PPB uses to resolve critical incidents. Define police legitimacy.
- Identify decision points in critical incidents and how they impact outcomes.

## In-Class Learning Assessments

### *End of Day Directive Test*

The end of day knowledge test included one question pertaining to this class<sup>2</sup>.

### *Results*

The question asked "In which situation can you use the Decision Making Model?". Nearly all of the students (99.6 percent) correctly answered, "All of the above".

## Survey Results: Student Feedback

Seven survey items pertaining to the 2018-3 In-service Decision Making Review training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and whether they have been able to apply these decision making skills on the job.

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<sup>2</sup> A copy of this knowledge test is provided in Appendix A.

In total there were 744 completed surveys. Overall, the results indicate that this training was well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (42 percent strongly agree, 49 percent agree) and were knowledgeable in the topic (42 percent strongly agree, 50 percent agree). Furthermore, most respondents felt that enough time was allotted for questions and discussion (34 percent strongly agree, 53 percent agree), and most students felt that the interaction between the trainer and the class was positive (37 percent strongly agree, 55 percent agree). The students seemed to indicate high levels of agreement regarding whether or not this class was a good use of their training time (24 percent strongly agree, 49 percent agree).

<b>Decision Making Review</b>							
n = 744							
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Missing</b>
The trainer(s) were organized and well prepared	3%	0%	1%	5%	49%	42%	7
The trainer(s) were knowledgeable in the topic	2%	0%	1%	5%	50%	42%	10
Enough time was allotted for questions and discussion.	2%	1%	3%	7%	53%	34%	9
Overall, the interaction between the trainer and the class was positive	2%	0%	1%	4%	55%	37%	10
This class was a good use of my training time	2%	3%	5%	18%	49%	24%	11

The vast majority of the respondents found the video exercises and discussion helpful to some degree (86 percent at least moderately helpful), and many of them were able to apply this decision making model while performing their duties on patrol (76 percent at least moderately). In the open-ended survey item to gather additional comments, one student indicated that it would be helpful to have additional Critical Decision Making video exercises and one stated that more training time allotted to further discuss the video exercises would be beneficial.

Decision Making Review								
n = 744								
	No, not at all	Yes, to a small extent	Yes, moderately		Yes, to a great extent		Not Applicable	Missing
	(0)	(1)	(2)	(3)	(4)	(5)		
Did you find the video exercises and discussion helpful?	3%	8%	4%	34%	30%	22%	-	7
Have you been able to apply this decision making model while performing your duties on patrol?	4%	8%	3%	30%	23%	23%	10%	8

### Related On-the-Job Outcomes

The application of Decision Point Analysis is reviewed during the After Action Report process. 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 and the application of Decision Point Analysis is incorporated into this review process. 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. The findings do not indicate the need for additional training at this time. However, this topic area will continued to be monitored through the After Action Report process for any related future training needs.

## Overview

Over the last several years there has been an increase in the reported number of ambush and surprise style attacks on law enforcement officers nationwide. In response to this alarming trend it is prudent that officers are provided information and skills to better prepare and survive these types of attacks. This training provided officers with information regarding the trends in ambush attacks, strategies for responding to such encounters, officer/citizen rescues, and post shooting procedures.

The need for this training arose from Patrol Procedure lead instructor and training manager priorities and the 2017 annual training needs assessment process.

### *Related Laws/Directives*

- 1010.00 Use of Force

### *Learning/Performance Objectives*

- Define I-C-A-T for close quarter attacks.
- Identify and respond to an ambush attack.
- Demonstrate continuously performing a threat assessment.
- Describe the importance of mental and physical preparation in any kind of gunfight/ambush situation.
- Explain post shooting procedures- C-R-C-R-C.

## In-Class Learning Assessments

### *End of Day Directive Test*

The end of day knowledge test included three questions pertaining to this class<sup>3</sup>.

### *Results*

The first question asked “What does C-R-C-R-C stand for?”. The correct answer, “Cover, Reload/Weapon Assessment, Commands, Radio, Check yourself/others”, was selected by 93 percent of the students. Approximately 6 percent selected “Cover, Reload/Weapon Assessment, Concealment, Radio, Communicate”.

The second question asked “Is there a 21 foot rule?”. All of the students (100 percent) answered correctly, choosing “No - While someone armed may be within 21 feet, the level of threat is dependent on several factors such as the use of barriers, the subject’s mobility, distance from the subject to others, and the safety needs for officers; known as the ‘reactionary gap’”.

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<sup>3</sup> A copy of this knowledge test is provided in Appendix A.

The third question asked “What is PPB Policy regarding the intended use of cover fire?”. The majority of students (98 percent) correctly chose “Policy allows cover fire in order to prevent a suspect from taking further action against the police when direct action against a subject is not feasible”.

### Survey Results: Student Feedback

Seven survey items pertaining to the 2018-3 In-service Patrol Procedures classroom training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and whether the training enhanced their level of understanding of post-shooting procedures.

In total there were 744 completed surveys. Overall, the results indicate that this training was well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (50 percent strongly agree, 41 percent agree) and were knowledgeable in the topic (48 percent strongly agree, 42 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (47 percent strongly agree, 46 percent agree). They also seemed to indicate extremely high levels of agreement regarding whether or not this class was a good use of their training time (50 percent strongly agree, 39 percent agree).

Patrol Procedures Classroom							
n = 744							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	2%	1%	1%	5%	41%	50%	7
The trainer(s) were knowledgeable in the topic	2%	1%	2%	5%	42%	48%	10
Overall, the interaction between the trainer and the class was positive	1%	1%	1%	4%	46%	47%	16
This class was a good use of my training time	2%	0%	2%	6%	39%	50%	16

Nearly all of the respondents found the refresher on ambush attacks helpful to some degree (93 percent at least moderately helpful). In the open-ended survey item to gather additional comments, two students expressed appreciation for the ambush training, stating that it was an important and necessary component. One student suggested that the training should be offered more frequently. Likewise, nearly all of the students found the refresher on post shooting procedures helpful (91 percent at least moderately helpful). Most of the students reported that this class enhanced their understanding of post shooting procedures at least moderately (39 percent moderate, 50 percent above, and 11 percent below).

Patrol Procedures Classroom						
n = 744						
	No, not at all	Yes, to a small extent	Yes, moderately		Yes, to a great extent	Missing
	(0)	(1)	(2)	(3)	(4)	(5)
Did you find the refresher on ambush attacks helpful?	1%	3%	2%	22%	28%	43%
Did you find the refresher on post shooting procedures helpful?	1%	6%	2%	26%	28%	37%

Patrol Procedures Classroom						
n = 744						
	Very Little		Moderate		A Lot	Missing
	(1)	(2)	(3)	(4)	(5)	
How much did this class enhance your understanding of post shooting procedures?	5%	6%	39%	28%	22%	10

## Related On-the-Job Outcomes

Often these types of encounters will result in some form of use of force. Most forms of use of force result in a Force Data Collection Report and/or After Action Report. Both reports are reviewed by supervisory channels and the After Actions are, in addition, reviewed through the Inspector and 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 use of deadly force encounters have an extensive officer-involved shooting investigation. These investigations include an examination of whether the officer's actions were within policy, the tactics, the use of force decision making (including whether the officer's actions precipitated the use of force), and how the incident was managed by supervisors. All of these aspects are examined to ensure the officers' and supervisors' actions fall within the guidelines of the training they have received. 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, and increased student's understanding of ambush attacks and post shooting procedures. Overall, the students performed very well on the test questions pertaining to this class. The findings do not strongly indicate any immediate future training needs in this topic area. However, a couple students suggested it would be helpful if this training topic was covered more frequently. The lead instructors will continue to incorporate the post-shooting procedures into scenario debriefs.

## Overview

Officers are trained to carry and use a Conducted Electronic Weapon (CEW) to quickly and safely resolve a violent or potentially violent encounter. These tense and quickly evolving encounters necessitate a dynamic training environment. 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.

For this session of the 2018-3 In-service, the CEW session provided members an update on deployment trends and a refresher on policy and recertification requirements set forth by Axon Enterprise, Inc. (formerly Taser International).

This training plan stemmed from training program managers' and lead instructors' priorities, CEW recertification requirements, and the 2017 training needs assessment.

### *Related Laws/Directives*

- 1010.00 Use of Force

### *Learning/Performance Objectives*

- Review capabilities and limitations of X2.
- Summarize current deployment trends at PPB.
- Demonstrate knowledge of PPB policy and tactics via Use of Force videos and guided discussion.

## In-Class Learning Assessment

### *End of Day Directive Test*

The end of day knowledge test included three questions pertaining to Conducted Electronic Weapons <sup>4</sup>

### *Results*

The first question asked "Members must provide a verbal warning prior to using a CEW or other less lethal weapon except under what circumstance?". The majority of the students (85 percent) accurately responded "Doing so would present a danger to the member(s) or others". Among those that answered incorrectly, the majority (approximately 13 percent) chose "Issuing a warning is not feasible".

The second question asked "Members shall not use less lethal weapons on certain persons (known to be or obviously under 15, known to be or obviously pregnant persons or those that are known to be or obviously medically fragile) except under what circumstances?". The correct answer, "All of the above", was selected by 94 percent of the students. Of those that answered incorrectly, approximately 3 percent chose "The person is in the act of causing harm to themselves or others".

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<sup>4</sup> A copy of this knowledge test is provided in Appendix A.



The third question asked “Is there a 21 foot rule?”. All of the students (100 percent) answered correctly, choosing “No - While someone armed may be within 21 feet, the level of threat is dependent on several factors such as the use of barriers, the subject’s mobility, distance from the subject to others, and the safety needs for officers; known as the ‘reactionary gap’”.

### Survey Results: Student Feedback

Four survey items pertaining to the 2018-3 Conducted Electronic Weapons classroom training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training.

In total there were 744 completed surveys. Overall, the results indicate that this training was well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (49 percent strongly agree, 45 percent agree) and were knowledgeable in the topic (56 percent strongly agree, 39 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (44 percent strongly agree, 49 percent agree). They also seemed to indicate high levels of agreement regarding whether or not this class was a good use of their training time (28 percent strongly agree, 46 percent agree). In the open-ended survey item to gather additional comments, a few students indicated that the training time would be better spent on other topics as little new information was learned during the classroom portion of CEW.<sup>5</sup>

Conducted Electronic Weapons Classroom							
n = 744							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	2%	0%	0%	4%	45%	49%	4
The trainer(s) were knowledgeable in the topic	1%	0%	1%	3%	39%	56%	6
Overall, the interaction between the trainer and the class was positive	1%	1%	1%	5%	49%	44%	6
This class was a good use of my training time	2%	3%	4%	18%	46%	28%	7

<sup>5</sup> See page 28 for skills portion of CEW.

## **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.

## **Summary**

The findings support this class was well conducted and received. Overall, the students performed well on the test questions pertaining to this class. The findings do not indicate any specific future training needs for the classroom portion of this topic area. However, the classroom portion of Conducted Electronic Weapon is part of the annual recertification requirements set forth by Axon Enterprise, Inc. (formerly Taser International). In addition, information regarding related policy and on-the-job trends in application are included in this portion of In-service.

## Overview

During the course of their business day, sworn members of the Portland Police Bureau have to make decisions based on State and Federal Laws. The City Attorney's will present legal updates and answer member questions to help ensure sworn members have up to date information based on current appellate court decisions, case law and relevant trends. The topics that will be covered are listed below. Due to the City Attorney's providing legal representation for the Portland Police Bureau some details are omitted under the attorney client privilege rule.

### *Related Laws/Directives*

- 0344.05 Bias-Based Policing/Profiling Prohibited

### *Learning/Performance Objectives*

- Summarize Directive 0344.05 Bias-Based Policing/Profiling Prohibited.
- Identify the categories of protected individuals under the directive.
- Explain Legislative changes

## In-Class Learning Assessment

### *End of Day Directive Test*

The end of day knowledge test included two questions pertaining to this class. <sup>6</sup>

### *Results*

The first question asked "When is it lawful to extend a traffic stop". Test takers were instructed to "select all that apply" for this question. The majority of the students (69 percent) were completely correct in their response. The remaining test takers provided partially correct answers, most of them identifying "When an officer has legally obtained consent to search during the unavoidable lull" or "When an officer has reasonable suspicion that a crime has been or is about to be committed".

The second question asked "True or False? An officer may stop the ticketing process during a routine traffic stop in order to ask questions about weapons.". The majority (90 percent) of students chose "False", which was the correct answer.

### *Powerpoint Presentation Clickers Exercise*

The students actively participated in this class by responding to the presenter's questions using clickers<sup>7</sup>. The students' responses were recorded, and the results for each of the questions that were asked during the presentation are provided below.

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<sup>6</sup> A copy of this knowledge test is provided in Appendix A.

<sup>7</sup> 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

There were nine scenarios described by the presenter, and for each scenario the students were asked to answer a yes or no question. For scenarios one through six, the students were asked some variation of “did the officer’s actions unlawfully extend the traffic stop?” For questions seven and eight, the students were asked if “the officer’s perception of danger or subjective concern for his safety was reasonable based on the circumstances.” The last question asked if “the defendant had a reasonable expectation of privacy in the car?” The full scenarios and questions, along with the correct answers for each question, can be found in the Appendix B.

### *Results*

The number of responses varied for each question due to students not responding to each and every question. The largest number of responses for any question was 599 students<sup>8</sup>. For each question, the table below shows the number of people who responded and the proportion of correct responses.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Number of Responses	567	570	599	596	537	593	597	597	589
Proportion of Correct Responses	71%	15%	53%	75%	80%	92%	74%	8%	60%

For the most of the questions, the students’ answers were consistent amongst the class, with either an extremely high or low proportion of correct responses. Only for a few questions was the class split on what the correct answer was, with the proportion of correct responses being closer to 50 percent.

The most commonly missed questions were question two (85 percent of the answers were incorrect) and question eight (92 percent of the answers were incorrect), and these were the only two questions where more than half of the class answered incorrectly. For question 2, which asked about lawful extensions of traffic stops, the officer in the scenario noticed something was odd about the suspect’s car after asking for the driver’s ID and basic information to issue a citation. One area of confusion pertaining to this question is the sequencing of the events, as the officer would need to ask about the car while running the citation, not afterwards. The sequencing of events and how that related to court decisions in the scenario appeared to apply to why some missed question nine as well. Another is the prioritizing of officer safety because the officers may believe that there was a safety risk. In this scenario, many officers may believe that the suspect reaching over to grab something was a safety risk, and that asking the suspect to show their hands was a reasonable course of action.

Overall, the students got the correct answers more often than not. The instructor further explained the court cases and application to law as needed, based on the student responses.

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to each class, but not identifiable to any one individual. The purpose of this system is to keep students engaged and allow the instructor to see the results and give immediate feedback.

<sup>8</sup> Some of the legal update classes were delivered by video during this In-service session due to instructor availability. During these sessions, this exercise was presented in the video but the students did not participate in the response remote part of the exercise.

## Survey Results: Student Feedback

Seven survey items pertaining to the 2018-3 Legal Updates training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, the complexity of the course material, and the pace of the class.

In total there were 744 completed surveys. Overall, the results indicate that this training was well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (40 percent strongly agree, 49 percent agree), were knowledgeable in the topic (46 percent strongly agree, 47 percent agree), and gave examples that were clearly to the point (33 percent strongly agree, 51 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (35 percent strongly agree, 50 percent agree), and the students seemed to indicate high levels of agreement regarding whether or not this class was a good use of their training time (28 percent strongly agree, 47 percent agree). Most of them also found the course content to be about right in complexity (79 percent) and found the pace to be just right (80 percent).

In the open-ended survey item to gather additional comments, several students indicated that it would be helpful to have the Legal Updates focus on more relevant topics to their current workload, such as police response to community livability issues. Several other students suggested that it would be useful to have District Attorney instructors provide information and techniques for case investigation, documentation and preparation to ensure a positive case outcome. Other students reported that more time should be allotted for Legal Updates.

Legal Updates n = 744							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	1%	1%	1%	9%	49%	40%	9
The trainer(s) were knowledgeable in the topic	1%	0%	1%	5%	47%	46%	12
The trainer(s) gave examples that were clearly to the point	1%	1%	2%	12%	51%	33%	11
Overall, the interaction between the trainer and the class was positive	2%	2%	2%	9%	50%	35%	13
This class was a good use of my training time	1%	1%	5%	18%	47%	28%	13

Legal Updates						
n = 744						
	Too Simple		About Right		Too Complex	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the course content was:	4%	8%	79%	8%	1%	10

Legal Updates						
n = 744						
	Too Slow		Just Right		Too Rushed	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the pace of the class was:	4%	7%	80%	8%	2%	9

### Related On-the-Job Outcomes

The on-the-job application of the main laws covered during this classroom pertain to searches, and the officer safety exception, unlawful traffic stop extensions, reasonable suspicion, and privacy rights as they pertain to searches. The Portland Police Bureau monitors the application of search laws through the following methods.

All search types conducted through a pedestrian or traffic stop are recorded in the stops data collection system. All searches involving a seizure or use of force are also documented in a General Offense and/or Force Data Collection Report. Both the General Offense and Force Data Collection Reports have supervisory review processes. Currently, information pertaining specifically to searches is not formally examined by the Training Division. However, supervisory feedback on training needs regarding on-the-job application of skills and knowledge in general is collected and incorporated into the needs assessment process.

### Summary

The findings support this class was well conducted and received overall. Many of the students struggled with a few of the case study questions conducted during this classroom session. However, most performed well on the related test questions provided at the end of the training day and most of the case study questions. The Training Division, in collaboration with the City Attorney's Office, sent out supplementary training materials pertaining to the case questions which were most frequently missed during this class session.

## **Overview**

In Firearms, officers are trained in critical skills for ensuring safe and accurate use of firearms under various circumstances that officers may encounter. Firearms are used infrequently during the course of daily patrol. However, when an incident occurs that requires the use of deadly force, it involves 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 firearm skills to allow more cognitive capacity for rapidly evolving decision making.

For the 2018-3 In-service, the Firearms session focused on providing members with a refresher on Tactical Emergency Casualty Care, marksmanship, reloading firearms, correcting malfunctions, and shotgun skills.

The need for this training arose from an understanding of the perishability of firearm skills, Firearms lead instructor priorities, In-service survey results, and the 2017 annual training needs assessment process.

### *Related Laws/Directives*

- 1010.00 Use of Force
- 1010.10 Deadly Force
- Criminal Code of Oregon 161.239
- 1010.8.2.2 Use of Force – Cover Fire
- 8.2.2. Cover fire shall be investigated as a Category I use of deadly force and is only authorized if the member reasonably believes that an immediate threat of death or serious physical injury exists.
- 1010.00 Cover Fire Definition
- 630.50 Emergency Medical Aid
- Supreme Court standard that police use of force must be “objectively reasonable,” and the fact that each officer remains responsible for every round he or she fires.”

### *Learning/Performance Objectives*

- Demonstrate speed shooting to improve accuracy and speed at close distances.
- Demonstrate shooting accurately and quickly at close distances.
- Demonstrate shotgun drills: empty reloads, tactical reloads and shotgun to pistol transitions.
- Demonstrate pistol drills: empty reloads, tactical reloads, double feed clearance, and fail to fire.
- Demonstrate the proper application of the CAT7 tourniquet.
- Demonstrate a self blood sweep technique
- Demonstrate both two handed and strong side only fail to fire, reloads, and double feed malfunction drills.
- Demonstrate both two handed and strong side only fail to fire, reloads and double feed malfunctions while wearing a CAT7 tourniquet on the support side arm.
- Articulate the definition of cover fire and suppressive fire, and the appropriate use of cover fire in policing.

## **In-Class Learning Assessment**

### *Skills Assessment: Tactical Emergency Casualty Care*

During this session, members received a refresher on Tactical Emergency Casualty Care, which included conducting drills in blood sweeps and tourniquet applications.

#### **Results**

The students did well in conducting blood sweeps and tourniquet applications. There were no notable areas of struggle with these exercises.

### *Firearms Skills Assessment: Marksmanship*

This exercise provided members an opportunity to practice marksmanship at the 3 yard line, altering their focus to various targets, empty reloads, and tactical reloads. This was conducted as a warm up drill.

#### **Results**

The students did well in conducting these exercises. There were no notable areas of struggle with these exercises.

### *Firearms Skills Assessment: Bill Drill*

This drill is intended to improve speed without sacrificing accuracy. It includes sight tracking, proper visual reference, recoil management, trigger manipulation, time pressure, and marksmanship at 3, 5, and 7 yards. Members shoot 18 rounds at each distance, with the goal of using 6 rounds within 4 seconds. Shot placement is reviewed with a set target zone goal.

#### **Results**

Once the students became familiar with the new technique, they performed well overall. Each group deployed 180 rounds and all members were able to shoot 6 rounds in 4 seconds. There was some variability in target placement, however, even the lowest group score was able to deploy 90 percent of their rounds within the target zone goal.

### *Firearms Skills Assessment: Shotgun*

This portion of the drill provided members an opportunity to practice function checks, marksmanship at 7 yards, and empty reloads with the shotgun, as well as transitioning between using the shotgun and handgun.

#### **Results**

Most of the students performed well in all aspects of this drill. Approximately, 20 percent of them struggled with one or more aspects of utilizing the shotgun. Most of those that had more difficulty with the shotgun do not carry them regularly, however, some were patrol officers.



## Survey Results: Student Feedback

Seven survey items pertaining to the 2018-3 Firearms classroom training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, whether the training increased their skills in firearms handling and usage under stress, and the pace of the class.

In total there were 590 completed surveys. Overall, the results indicate that this training was very well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (83 percent strongly agree, 13 percent agree) and were knowledgeable in the topic (84 percent strongly agree, 13 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (85 percent strongly agree, 12 percent agree), and they seemed to indicate high levels of agreement regarding whether or not this class was a good use of their training time (86 percent strongly agree, 11 percent agree). In the open-ended survey item to gather additional comments, a large number of students expressed appreciation for the Firearms training. Many students indicated that the changes in this year's format led to a more realistic and effective training or that the changes in the overall direction of the firearms training program are long overdue. A number of students indicated that it would be helpful to have more training time allotted to Firearms.

Firearms							
n = 590							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	4%	0%	0%	0%	13%	83%	6
The trainer(s) were knowledgeable in the topic	3%	0%	0%	0%	13%	84%	9
Overall, the interaction between the trainer and the class was positive	3%	0%	0%	0%	12%	85%	10
This class was a good use of my training time	3%	0%	0%	0%	11%	86%	13

The vast majority of the respondents reported at least moderate gains in their level of skill in firearm handling (93 percent at least moderately) and in their ability to effectively utilize firearms under stress (95 percent at least moderately). Most also felt that the pace of the class was just right (89 percent).

Firearms							
n = 590							
	No, not at all	Yes, to a small extent	Yes, moderately		Yes, to a great extent		Missing
	(0)	(1)	(2)	(3)	(4)	(5)	
Did the training increase your skills in firearms handling (e.g. reloads, correcting malfunctions) under pressure?	1%	4%	2%	25%	23%	45%	4
Did the training increase your ability to effectively utilize firearms skills under stress?	0%	4%	2%	22%	23%	50%	4

Firearms						
n = 590						
	Too Slow		Just Right		Too Rushed	
	(1)	(2)	(3)	(4)	(5)	Missing
For myself, the pace of the class was:	0%	1%	89%	8%	2%	4

## Related On-the-Job Outcomes

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 session was well conducted and very well received, and increased the members' skills in utilizing firearms under stress. This session was also originally planned to include a decision making skills course, which would have provided members an opportunity to utilize the skills conducted within the individual drills, as well as the use of cover, cover fire, commands, and radio skills. This course provides a greater amount of challenge since it requires members to concentrate on multiple skills and factors at the same time. However, this portion of the training was cut from the curriculum due to timing constraints and is planned to be delivered during following In-services. The student and instructor feedback suggest additional training in the following areas would be beneficial: close quarter shooting, low light shooting, moving and shooting, weapon transitions, multiple target engagement, and shooting under pressure. In addition, the findings suggested additional training in shotguns would be beneficial. However, the shotgun program is currently being restructured to address these training needs outside of In-service.

## Overview

Officers are trained to carry and use a Conducted Electronic Weapon (CEW) to quickly and safely resolve a violent or potentially violent encounter. These tense and quickly evolving encounters necessitate a dynamic training environment. 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.

For this session of the 2018-3 In-service, the CEW session provided members a refresher on the X2 Taser equipment and spark tests, the CEW qualification course, and additional training in CEW usage combined with custody skills, the use of mechanical sights, deployment with moving subjects and the related reactionary gap, and appropriate decision making under stress. We attempt to accomplish this by continuing to integrate policy discussions during the physical skills portion.

This training plan stemmed from training program managers' and lead instructors' priorities, and the 2017 training needs assessment.

### *Related Laws/Directives*

- 1010.00 Use of Force

### *Learning/Performance Objectives*

- 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 key concepts of policy via interactive physical skills training.
- Understand limitations of CEW in relation to the Reactionary Gap.

## In-Class Learning Assessment

### *CEW Skills Assessment: CEW Qualification*

The students performed the CEW Qualification, which incorporates general CEW operation skills, providing verbal warnings, and deploying cartridges in the preferred target zone. Taser International requires annual recertification. Recertifying users must deploy two Taser Live CEW cartridges into preferred target zones. A member will not pass the qualification if they fail to provide an appropriate verbal warning, fail to complete the qualification within the specified time frame, or if the four probes impact the target outside of the preferred target zone. If a PPB member fails to meet these requirements, they will perform the qualification again. If the member fails again, they will be given additional instruction and will attempt again.

## Results

The students performed very well on the CEW Qualification. Less than one percent of the students had to redo the qualification course. The reason for retaking the qualification course was typically deploying the second cartridge too slowly, though some also struggled with deploying the cartridges too high.

### *CEW Skills Assessment: CEW Application with Handcuffing*

This drill simulates a member deploying a CEW upon a subject, and the cover officer placing the subject into custody. This exercise is designed to provide members an opportunity to coordinate a custody within the five seconds of a CEW cycle and increase awareness around these time constraints.

## Results

Overall the students were able to perform well with this exercise. All of the students were able to accomplish the series of steps within the allotted timeframe. The exercise appeared to increase understanding of the time limitations and how best to coordinate these situations. One of the most common challenges noted (applicable to approximately 15-20 percent of the students by instructor estimation) was attempting to both quickly holster and move to go hands on at the same time.

### *CEW Skills Assessment: Reactionary Gap*

This drill simulates a member deploying a CEW upon a subject that is charging at them. This drill is designed to increase awareness of the difficulties with deploying a CEW under such circumstances (e.g. ability to deploy the CEW faster than the subject can close distance on the member, decreased CEW effectiveness in close distances) and that utilizing another physical response may be more effective during these situations.

## Results

Being able to deploy the CEW before the subject reaches too close of a range for the CEW to be effective is nearly impossible. In addition, even if one is able to deploy the CEW fast enough, they would be in a poor position for utilizing another response option if the CEW did not function properly. Therefore, the goal of this exercise is to increase awareness of the limitations and importance of utilizing another option, rather than to achieve a successful deployment of the CEW. The goals of this exercise being achieved and confirmation that this training component was needed were observed during the training. By instructor estimation, approximately 85 percent of the students were surprised by the difficulty of this task and that they were unable to deploy the CEW fast enough to effectively use it. Approximately two thirds of the students were able to activate the CEW but at such a close distance, the CEW would most likely not have been effective. Only two to three students were able to activate the CEW at a range that may have been effective for them. Approximately 35 percent struggled with the physical skill of drawing the CEW with their support hand, manipulating the X2, and/or accuracy with probe placement.

### *CEW Skills Assessment: Utilizing Mechanical Sights*

This drill provides members an opportunity to rely on the CEW's mechanical sights versus lasers for aiming, which is often a necessity in real life situations. This drill utilizes moving targets and is designed to increase proficiency in utilizing the mechanical sights and accuracy in probe placement.

#### Results

Approximately half of the students were able to successfully deploy the CEW in this exercise and half missed the target with one or more probes. Among those that were able to hit the target with both probes, approximately 20 percent deployed both probes within the ideal target zone. Approximately a third of the students forgot to utilize the sights. Approximately a half to two thirds of the students struggled with the arc switch while attempting to deploy the second cartridge.

#### **Survey Results: Student Feedback**

Six survey items pertaining to the 2018-3 Conducted Electronic Weapon (CEW) training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, the students confidence in deploying the within the new directive on the job, and whether or not the training increased their awareness of the most effective CEW use given their abilities and situational circumstances.

In total there were 590 completed surveys. Overall, the results indicate that this training was very well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (71 percent strongly agree, 25 percent agree) and were knowledgeable in the topic (76 percent strongly agree, 20 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (76 percent strongly agree, 21 percent agree), and they seemed to indicate high levels of agreement regarding whether or not this class was a good use of their training time (58 percent strongly agree, 28 percent agree). In the open-ended survey item to gather additional comments, several students expressed appreciation for the more realistic CEW drills. Several students suggested that it would be helpful to design the training in a way that would result in less downtime for the students. Two students indicated a need for more training time.

Conducted Electronic Weapon							
n = 590							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	2%	0%	0%	2%	25%	71%	3
The trainer(s) were knowledgeable in the topic	2%	0%	0%	1%	20%	76%	8
Overall, the interaction between the trainer and the class was positive	2%	0%	0%	1%	21%	76%	16
This class was a good use of my training time	2%	2%	2%	8%	28%	58%	12

Nearly all of the respondents were confident in their abilities to deploy the CEW within the new directive on the job (approximately 99% at least moderately). Likewise, nearly all of them reported that the drills increased their awareness of the most effective CEW use given their abilities and situational circumstances (approximately 99% at least moderately). In the open-ended survey item to gather additional comments, one student indicated that the closing time drill was very impactful. Another student reported that having the opportunity to train with their regular belt allowed them to identify an issue and make effective modifications to improve their skills.

Conducted Electronic Weapon						
n = 590						
	Not Very Confident	Moderate			Very Confident	Missing
	(1)	(2)	(3)	(4)	(5)	
How confident are you in your ability to deploy the Conducted Electronic Weapon within the new Directive on the job?	0%	1%	20%	28%	51%	7
Did the drills increase your awareness of the most effective decision for CEW use given your abilities and situational circumstances? <sup>9</sup>	1%	1%	19%	33%	47%	3

<sup>9</sup> The scale used here was not intended to be used for this question, but is the one that was sent out on the survey.

## **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.

## **Summary**

The findings support this session was well conducted and received, and increase skills and confidence in utilizing the CEW. The learning assessments and student feedback suggest additional training in the following areas would be beneficial: accuracy in probe placement (particularly with movement), utilizing mechanical sights, utilizing the arc switch, and deploying the CEW within the directive on the job.



## Overview

In Police Vehicle Operations (PVO), officers receive training related to safely and efficiently handling police vehicles in challenging traffic environments, various road conditions, during pursuits and emergency situations, and with multiple distractions. PVO training integrates tactical decision-making, state law, and bureau policy with physically operating the police vehicle under stress in different conditions and circumstances. Refresher training is critical for ensuring officers will be able to utilize low frequency vehicle maneuvers, such as pursuit intervention techniques (PIT), safely and accurately when needed. Continual training is also important for reducing liability with collision avoidance, staying proficient in driving fundamentals, practicing PVO techniques with new police vehicles, integrating new policy changes, and staying apprised of technological advances in car safety and driving systems.

For the 2018-3 In-service, the Police Vehicle Operations session focused on instructing officers on the Box-in maneuver and related policy. The Box-in maneuver relates to situations where an officer needs to bring a slow moving vehicle to a stop or to ensure that a vehicle no longer has the ability to move. This session instructed officers on how to make proper contact and positioning between a suspect's car and patrol vehicles in order to achieve these goals.

This training plan stemmed from the need to provide some preliminary policy clarifications to officers regarding the pursuit policy (pending updates to the policy language), training program managers' and lead instructors' priorities, and the 2017 and 2018 training needs assessments.

### *Related Laws/Directives*

- 630.05 Vehicle Interventions and Pursuits Summary.
- 1010.00 Use of Force.

### *Learning/Performance Objectives*

- Describe the different roles involved in a Box-in.
- Identify the contact points on a vehicle that can ensure it stays stationary.
- Restate the policy criteria for use of the Box-in.
- Demonstrate a Box-in.

## In-Class Learning Assessment

No formal learning assessments were conducted for this training session.

## Survey Results: Student Feedback

Six survey items pertaining to the 2018-3 Police Vehicle Operations training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and their levels of understanding and confidence in applying Box-in procedures.

In total there were 590 completed surveys. Overall, the results indicate that this training was very well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (74 percent strongly agree, 24 percent agree) and were knowledgeable in the topic (75 percent strongly agree, 23 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (78 percent strongly agree, 19 percent agree), and they seemed to indicate high levels of agreement regarding whether or not this class was a good use of their training time (63 percent strongly agree, 30 percent agree).

<b>Police Vehicle Operations</b>							
n = 590							
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Missing</b>
The trainer(s) were organized and well prepared	1%	0%	0%	1%	24%	74%	3
The trainer(s) were knowledgeable in the topic	1%	0%	0%	1%	23%	75%	4
Overall, the interaction between the trainer and the class was positive	1%	0%	0%	1%	19%	78%	11
This class was a good use of my training time	1%	1%	1%	4%	30%	63%	9

Nearly all of the respondents reported increased understanding of current Box-in procedures (96% at least moderately). Likewise, approximately two thirds of them reported high levels of confidence in their abilities to apply the Box-in technique on the job. In the open-ended survey item to gather additional comments, several students expressed appreciation for the opportunity to practice the Box-in maneuver. One student, however, indicated that the use of cones for practicing the box-in made it less realistic and effective. Another student reported that there is confusion regarding performing box-ins while on patrol, due to policy.

Police Vehicle Operations							
n = 590							
	No, not at all	Yes, to a small extent	Yes, moderately		Yes, to a great extent		Missing
	(0)	(1)	(2)	(3)	(4)	(5)	
Did the class increase your understanding of current Box-in procedures?	1%	1%	1%	23%	23%	50%	4

Police Vehicle Operations							
n = 590							
	Not Very Confident	Moderate		Very Confident		Missing	
	(1)	(2)	(3)	(4)	(5)		
How confident are you in your ability to apply the Box-in technique on the job?	0%	1%	13%	21%	66%	4	

### Related On-the-Job Outcomes

All vehicle pursuits and use of Box-in maneuvers result in a pursuit 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. In addition, the Bureau creates an Annual Vehicle Pursuit Report. Both of these sources are reviewed and incorporated into the needs assessment process.

### Summary

The findings support this session was well conducted and received, and increase understanding in the current Box-in procedures. The student's ratings in confidence in their ability to apply the Box-in on the job, as well as instructor feedback regarding student questions, suggest some additional follow-up regarding the pursuit policy may be beneficial after the updates to the policy are finalized. The findings also suggest additional applied skills training in the Box-in maneuver may be beneficial.

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## CONTROL TACTICS

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### 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 2018-3 In-service, the Control Tactics portion provided members with additional training pertaining to transitions from takedowns to ground control. This class built off of the 2017 In-service providing training and practice in takedowns, ground control, and maintaining a stance under attack that will increase safety for officers, suspects, and other community members. This training included a review of single officer takedowns and included training for multiple officer takedowns.

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 TSA (Threat, Severity, Active resistance/evasion) in considering control options.
- Articulate the reasonableness of the technique based on the totality of the circumstances consistent with Directive 1010.00 and *Graham v. Connor*.
- Consistently perform the technique to safely and effectively control a suspect.

### In-Class Learning Assessment

#### *Skills Assessment: Takedowns*

The class provided several takedown skill building exercises, with the understanding that being able to implement some of the techniques successfully is dependent on body type. In addition, the exercises included techniques for addressing turtled up subjects. The instructors provided instruction and demonstration of each of the takedown techniques and then provided the students an opportunity to practice. Student performance was observed and corrected by the Control Tactics instructors as needed.

#### Results

Approximately fifty percent of the students were able to perform most or all of the techniques well and approximately fifty percent struggled with one or more of the takedowns. Among those that struggled more with the takedown techniques, it was usually due to body type or just needing more repetitions in the technique in order to obtain proficiency.

### *Skills Assessment: Ground Control – Segmenting*

The ground control section of the class focused on segmenting skill building exercises, which are techniques used for handcuffing a resistive subject on the ground. The instructors provided instruction and demonstration of the segmenting techniques and then provided the students an opportunity to practice. Student performance was observed and corrected by the Control Tactics instructors as needed.

### Results

Overall the students performed very well with the segmenting techniques. However, this was a new technique to the Bureau and it was noted that additional repetitions would be beneficial to ensure integration of this technique on the job.

### **Survey Results: Student Feedback**

Seven survey items pertaining to the 2018-3 Control Tactics training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and their levels of skill and confidence in ground defense and using takedown techniques on the job.

In total there were 590 completed surveys. Overall, the results indicate that this training was very well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (76 percent strongly agree, 22 percent agree) and were knowledgeable in the topic (80 percent strongly agree, 19 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (81 percent strongly agree, 18 percent agree), and they seemed to indicate high levels of agreement regarding whether or not this class was a good use of their training time (68 percent strongly agree, 26 percent agree). In the open-ended survey item to gather additional comments, several students expressed appreciation for the changes in the overall direction of the control tactics training program, stating that the simplified control tactic techniques will provide for more practical, effective use. A few students indicated that it would be helpful to have more training time allotted to Control Tactics. One student reported that they did not find one technique helpful, but still found others useful.

Control Tactics							
n = 590							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	1%	0%	0%	1%	22%	76%	8
The trainer(s) were knowledgeable in the topic	1%	0%	0%	0%	19%	80%	12
Overall, the interaction between the trainer and the class was positive	1%	0%	0%	1%	18%	81%	20
This class was a good use of my training time	0%	0%	1%	5%	26%	68%	19

Most of the respondents reported an increase in their ground defense skills (91% at least moderately), a high level of confidence in their abilities to apply takedown techniques during stressful encounters on the job (98% at least moderately), and a high level of confidence in their abilities to defend themselves on the ground during stressful encounters on the job (98% at least moderately).

Control Tactics							
n = 590							
	No, not at all	Yes, to a small extent		Yes, moderately		Yes, to a great extent	Missing
	(0)	(1)	(2)	(3)	(4)	(5)	
Did the training increase your skills in ground defense?	1%	6%	3%	28%	23%	40%	8

Control Tactics							
n = 590							
	Not Very Confident		Moderate		Very Confident		Missing
	(1)	(2)	(3)	(4)	(5)		
How confident are you in your ability to apply takedown techniques during stressful encounters on the job?	1%	2%	23%	25%	50%		10
How confident are you in your ability to defend yourself on the ground during stressful encounters on the job?	1%	1%	22%	29%	47%		13

## **Related On-the-Job Outcomes**

All use of takedowns and segmenting cases involving an injury or resistance 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.

Cases with segmenting and no injury or resistance result in a General Offense Report. A General Offense Report is 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 session was well conducted and received, and increase skills and confidence in utilizing takedowns and ground defense. The student's ratings in confidence in their ability to apply takedowns during stressful encounters on the job was significantly higher compared to their 2017 ratings, although the findings still demonstrated room for improvement. The learning assessments and student feedback suggest additional training in takedowns and ground defense would be beneficial.

## Overview

Patrol Tactics is the discipline of synthesizing all of an officer's mental and physical skills and tools to accomplish a goal in a police contact or incident. It is the training that prepares officers for the complexity, stress, and fluid nature of patrol work. It prepares them to manage scenes by using a full repertoire of communication skills, legal knowledge, decision-making, and tactical skills. Patrol Tactics utilizes a combination of scenario-based, skills-based, and classroom training methods. Training on new techniques is necessary to keep up with trends in calls officers are encountering on the job, national trends, lawsuits, and new procedures.

For the 2018-3 In-service, five scenarios were included (covered in the next four sections of this report). The purpose of the scenarios was to provide students an opportunity to practice use of force decision making, the use of deadly force, cover fire, arrest planning, crisis intervention, and rendering medical aid skills. One also allowed for practicing collaboration with detectives on a call.

These factors stemmed from Patrol Tactics lead instructor and training manager priorities and the 2017 training needs assessment process.

## Property Call Scenario Overview

Two officers were be dispatched to a property call in the courtyard of an apartment building. The officers made contact with the apartment manager (caller) and responded to the location to look at a suspicious package. A subject came out of a side door with a machete walking slowly towards the officers from a considerable distance. The subject would not drop the machete immediately and remained at a distance, providing officers the opportunity to de-escalate the subject.

### *Related Laws/Directives*

- 1010.00 Use of Force
- 850.20 Police Response to Mental Health Crisis

### *Learning/Performance Objectives*

- Tactical response to the scene.
- Make decisions based on current PPB policy.
- Address the threat with clear verbal directions.
- Give use of force warning.
- Utilize the reactionary gap.
- Apply current policies in any force decision making.
- Demonstrate de-escalation techniques.
- Demonstrate the Procedural Justice principles.



## In-Class Learning Assessment

For the Property Call in an Apartment Courtyard and Cover Fire Citizen Rescue scenarios, the officers were scored based on their performance. An evaluator recorded whether the officers needed significant considerations, only needed minor considerations, or needed no considerations after completing the scenario. An officer needing no considerations is indicative that their performance met all of the guidelines in the grading rubric. The officers were also given a pass or fail score for each scenario. Additional feedback was obtained from instructors regarding areas more commonly noted for considerations.

### *Property Call in an Apartment Courtyard*

There were eight questions pertaining to this scenario. The first question asked about the officer's ability to give direction and control the situation. Of the 770 officers who were scored, 745 of them did not need any considerations after the scenario (97 percent), 16 of them only needed minor considerations (2 percent), and 9 of them needed significant considerations (1 percent).

#### Communication: Directions and Control

Evaluator's Response	Frequency	Percent
Significant Considerations	9	1%
Minor Considerations	16	2%
No Considerations	745	97%
Total	770	100%

The second question asked about the officer's efforts to de-escalate the situation. Of the 770 officers who were scored, 742 of them did not need any considerations after the scenario (96 percent), 22 of them only needed minor considerations (3 percent), and 6 of them needed significant considerations (1 percent).

#### Communication: De-Escalation Efforts

Evaluator's Response	Frequency	Percent
Significant Considerations	6	1%
Minor Considerations	22	3%
No Considerations	742	96%
Total	770	100%

The third question asked about the officer's professionalism during the scenario. Of the 770 officers who were scored, 762 of them did not need any considerations after the scenario (99 percent), 7 of them only needed minor considerations (1 percent), and 1 of them needed significant considerations (0 percent).

#### Communication: Professionalism

Evaluator's Response	Frequency	Percent
Significant Considerations	1	0%
Minor Considerations	7	1%
No Considerations	762	99%
Total	770	100%

The fourth question asked about the officer's situational awareness regarding the suspects in the scenario. Of the 770 officers who were scored, 757 of them did not need any considerations after the scenario (98 percent), 11 of them only needed minor considerations (1 percent), and 2 of them needed significant considerations (0 percent).

**Situational Awareness: Suspects**

Evaluator's Response	Frequency	Percent
Significant Considerations	2	0%
Minor Considerations	11	1%
No Considerations	757	98%
Total	770	99%

The fifth question asked about the officer's situational awareness regarding the use of cover officers in the scenario. Of the 426 officers who were scored, 405 of them did not need any considerations after the scenario (95 percent), 7 of them only needed minor considerations (2 percent), and 3 of them needed significant considerations (1 percent). There was a significant number of officers who did not receive a score for this question, which was expected because this question was not applicable to each officer in the scenarios.

**Situational Awareness: Use of Cover Officers**

Evaluator's Response	Frequency	Percent
Significant Considerations	3	1%
Minor Considerations	7	2%
No Considerations	405	95%
Not Applicable	11	3%
Total	426	101%

The sixth question asked about the officer's ability to make decisions based on the application of current PPB directives. Of the 770 officers who were scored, 675 of them did not need any considerations after the scenario (88 percent), 90 of them only needed minor considerations (12 percent), and 5 of them needed significant considerations (1 percent). Of those with considerations marked, although not a directive violation, the main theme pertained to deciding whether or not the subject met the criteria for a Peace Officer Custody. The main reasons were not recognizing the subject as a danger to self or others (most recognized this with further debriefing but not all) and believing the hospital would just release the person without continued care. In addition, some members did not recognize that Project Respond was not a reasonable response option (as primary communicator) since the subject was armed.

**Making Decisions Based on Application of Current PPB Directives**

Evaluator's Response	Frequency	Percent
Significant Considerations	5	1%
Minor Considerations	90	12%
No Considerations	675	88%
Total	770	101%

The seventh question asked about threat assessment with regards to the Use of Force 1010.00 directive. Of the 770 officers who were scored, 746 of them did not need any considerations after the scenario (97 percent), 16 of them only needed minor considerations (2 percent), and 8 of them needed significant considerations (1 percent).

Use of Force 1010.00 Threat Assessment		
Evaluator's Response	Frequency	Percent
Significant Considerations	8	1%
Minor Considerations	16	2%
No Considerations	746	97%
Total	770	100%

The eighth question asked about the Use of Force 1010.00 directive. Of the 770 officers who were scored, 584 of them did not need any considerations after the scenario (76 percent), 182 of them only needed minor considerations (24 percent), and 4 of them needed significant considerations (1 percent). The difficulties in this area mainly applied to warnings and/or not utilizing time as a tactic. The main themes were not utilizing a warning due to concern of “amping” up the subject and not being in a position to immediately need to use force (these were considered acceptable during the debrief), not utilizing a warning due to concern of “amping” up the subject and being in a position of having weapons drawn, and utilizing force too quickly before relying on de-escalation and/or other resources. In addition, some people utilized commands but became repetitive with them.

Use of Force 1010.00		
Evaluator's Response	Frequency	Percent
Significant Considerations	4	1%
Minor Considerations	182	24%
No Considerations	584	76%
Total	770	101%

### *Scenario Scoring Summary*

Overall, the officers performed very well in the scenarios. The scores for the Property Call in an Apartment Courtyard scenario were generally higher than the corresponding scores for the Cover Fire Citizen Rescue scenario, with two exceptions: the decision making based on application of current PPB directives, which was only slightly lower, and the Use of Force 1010.00 directive, which was substantially lower. However, the considerations pertaining to the application of current PPB directives for the Property Call in an Apartment Courtyard related to deciding whether or not the subject met the criteria for a Peace Officer Custody (not a policy violation), which does not apply to the cover fire scenario.

Nearly all of the officers who participated in the scenarios received a passing score. Of the 770 officers who completed the Property Call scenario, 667 officers received a passing score, and only 3 officers received a failing score.

## Survey Results: Student Feedback

Eight survey items pertaining to the 2018-3 Patrol Procedures Scenarios training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and whether the debriefings after the scenario aided their learning.

In total there were 590 completed surveys. Overall, the results indicate that this training was very well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (74 percent strongly agree, 22 percent agree), and the trainer(s) were knowledgeable in the topic (74 percent strongly agree, 23 percent agree). In the open-ended survey item to gather additional comments, many students expressed appreciation for the Patrol Procedures scenarios overall. Of these, some reported that the scenarios were relevant to real world risks, the right pace or complexity, or much improved over previous years. Students also indicated that they would like to have similar training in the future. Several students suggested that it would be helpful to have more time allotted to scenarios. Of these, two students reported that there was not sufficient time for all students to perform all of the scenarios. A couple of students included suggestions related to format, indicating that it would be useful to incorporate skills from Firearms training or to increase the complexity based on real life case studies.

Patrol Procedures Scenarios							
n = 590							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	2%	0%	0%	2%	22%	74%	13
The trainer(s) were knowledgeable in the topic	1%	0%	0%	1%	23%	74%	15

Students reported that the Property Call in an Apartment Courtyard scenario was a good use of their training time (69 percent strongly agree, 26 percent agree), and the debriefings after this scenario aided their learning (61 percent strongly agree, 31 percent agree).

Patrol Procedures: Property Call in an Apartment Courtyard Scenario							
n = 590							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
This scenario was a good use of my training time.	1%	0%	1%	3%	26%	69%	13
The debriefing after the scenario aided my learning.	1%	1%	1%	5%	31%	61%	22

Regarding the complexity of the scenarios, the majority of the students found the scenarios to be about right in difficulty (86 to 88 percent). Of those that did not, more people found the scenarios to be too complex (4 to 6 percent) than too simple (8 to 11 percent), but only by a small margin.

For myself, the scenarios were:						
n = 590						
	Too Simple		About Right		Too Complex	Missing
	(1)	(2)	(3)	(4)	(5)	
Property Call in an Apartment Courtyard	2%	3%	86%	7%	4%	13

### 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 and Mental Health Template 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. The Behavioral Health Unit and Strategic Services Division analyzes the Mental Health Template data and this information is utilized as a part of the Enhanced Crisis Intervention Team training evaluation, which rolls into the training needs assessment process. Currently, findings from the General Offense Report reviews 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 findings suggest continuing to integrate the skills of identifying whether or not a subject meets the criteria for a Peace Officer Custody, the use of warnings, and the use of time as a tactic into scenarios may be beneficial.

## Overview

Cover fire is a tactic that has been taught in the classroom by PPB for many years, but has not actually been practiced by many officers. At this time, only officers that have graduated from the Advanced Academy since 2014, or attended Advanced Active Shooter, have performed drills or scenarios where cover fire might be appropriate.

PPB members have only employed cover fire twice in real world situations. One to provide cover while rescuing an officer that was out in the open and had been shot by a suspect with a rifle. The second time was to allow SERT members to deploy chemical agents into a residence where the suspect was firing at officers and surrounding homes with a rifle.

For this scenario, officers will be placed into a scene where a community member has been shot and is down on the ground out in the open. The armed suspect is in an unknown location. As the officers approach they will be fired upon by the suspect from behind cover. The officer will likely need to use cover fire to safely rescue the injured community member.

### *Related Laws/Directives*

- 1010.00 Use of Force.
- 1010-8.2.2 Use of Force – Cover Fire
- 650.20 Emergency Medical Aid

### *Learning/Performance Objectives*

- Make decisions regarding cover fire based on PPB policy 1010.00.
- Articulate the reason for using cover fire.
- Apply any method of physically rescuing the community member.
- Apply CRCRC.

## In-Class Learning Assessment

For the Property Call in an Apartment Courtyard and Cover Fire Citizen Rescue scenarios, the officers were scored based on their performance. An evaluator recorded whether the officers needed significant considerations, only needed minor considerations, or needed no considerations after completing the scenario. An officer needing no considerations is indicative that their performance met all of the guidelines in the grading rubric. The officers were also given a pass or fail score for each scenario.

There were five questions pertaining to this scenario. The first question asked about the officer's situational awareness regarding the use of cover officers in the scenario. Of the 787 officers who were scored, 677 of them did not need any considerations after the scenario (86 percent), 106 of them only needed minor considerations (14 percent), and 4 of them needed significant considerations (1 percent). Of those that had considerations marked, the common themes were failing to recognize where the suspect was, not addressing the suspect in a timely manner, or not engaging the suspect in the right location. Some failed to return fire or use cover or could have engaged the suspect in a more effective manner.

#### **Situational Awareness: Suspects**

<b>Evaluator's Response</b>	<b>Frequency</b>	<b>Percent</b>
Significant Considerations	4	1%
Minor Considerations	106	14%
No Considerations	677	86%
<b>Total</b>	<b>787</b>	<b>101%</b>

The second question asked about the officer's situational awareness regarding the use of cover officers in the scenario. Of the 662 officers who were scored<sup>10</sup>, 515 of them did not need any considerations after the scenario (83 percent), 88 of them only needed minor considerations (14 percent), and 2 of them needed significant considerations (0 percent). The common themes when areas for improvement were noted were either the lead officer doing everything or the cover fire not firing or providing adequate back up.

#### **Situational Awareness: Use of Cover Officers**

<b>Evaluator's Response</b>	<b>Frequency</b>	<b>Percent</b>
Significant Considerations	2	0%
Minor Considerations	88	14%
No Considerations	515	83%
Not Applicable	17	3%
<b>Total</b>	<b>622</b>	<b>100%</b>

The third question asked about the officer's ability to make decisions based on the application of current PPB directives. Of the 787 officers who were scored, 717 of them did not need any considerations after the scenario (91 percent), 67 of them only needed minor

#### **Make Decisions Based on Application of Current PPB Directives**

<b>Evaluator's Response</b>	<b>Frequency</b>	<b>Percent</b>
Significant Considerations	3	0%
Minor Considerations	67	9%
No Considerations	717	91%
<b>Total</b>	<b>787</b>	<b>100%</b>

considerations (9 percent), and 3 of them needed significant considerations (0 percent). Of the challenges noted in this area, the main themes were lacking some understanding of when or why to use cover fire per the directive, utilizing cover fire too soon in the situation, or lacking firearm backdrop awareness.

<sup>10</sup> There was a significant number of officers who did not receive a score for this question, which is likely because this question was not applicable to them, but was not marked as such by the evaluator.

The fourth question asked about threat assessment with regards to the Use of Force 1010.00 directive. Of the 787 officers who were scored, 706 of them did not need any considerations after the scenario (90 percent), 80 of them only needed minor considerations (10 percent), and 1 of them needed significant considerations (0 percent). Of those that had considerations marked, the common theme was having some difficulty articulating why they could use force per the directive. For example, articulating the legal authority to engage with the suspect or some aspects pertaining to the method of engaging with the suspect.

**Use of Force 1010.00 Threat Assessment**

Evaluator's Response	Frequency	Percent
Significant Considerations	1	0%
Minor Considerations	80	10%
No Considerations	706	90%
Total	787	100%

The fifth question asked about the Use of Force 1010.00 directive. Of the 787 officers who were scored, 743 of them did not need any considerations after the scenario (94 percent), 42 of them only needed minor considerations (5 percent), and 2 of them needed significant considerations (less than 1 percent). Of those that had considerations marked, the common theme were having some difficulty articulating other aspects of the use of force directive (in context of the situation) during the debrief. The topic areas mainly pertained to firearm backstop issues, when and why to utilize cover fire, or when and why to utilize deadly force.

**Use of Force 1010.00**

Evaluator's Response	Frequency	Percent
Significant Considerations	2	0%
Minor Considerations	42	5%
No Considerations	743	94%
Total	787	99%

### *Scenario Scoring Summary*

Overall, the officers performed very well in the scenarios. The scores for the Property Call in an Apartment Courtyard scenario were generally higher than the corresponding scores for the Cover Fire Citizen Rescue scenario, with two exceptions: the decision making based on application of current PPB directives, which was only slightly lower, and the Use of Force 1010.00 directive, which was substantially lower.

Nearly all of the officers who participated in the scenarios received a passing score. Of the 787 officers who completed the Cover Fire scenario, 786 received a passing score, and only 1 received a failing score; however, this officer did reattempt the scenario, and passed on their second attempt.

### **Survey Results: Student Feedback**

Eight survey items pertaining to the 2018-3 Patrol Procedures Scenarios training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and whether the debriefings after the scenario aided their learning.



In total there were 590 completed surveys. Overall, the results indicate that this training was very well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (74 percent strongly agree, 22 percent agree), and the trainer(s) were knowledgeable in the topic (74 percent strongly agree, 23 percent agree). In the open-ended survey item to gather additional comments, many students expressed appreciation for the Patrol Procedures scenarios overall. Of these, some reported that the scenarios were relevant to real world risks, the right pace or complexity, or much improved over previous years. Students also indicated that they would like to have similar training in the future. Several students suggested that it would be helpful to have more time allotted to scenarios. Of these, two students reported that there was not sufficient time for all students to perform all of the scenarios. A couple of students included suggestions related to format, indicating that it would be useful to incorporate skills from Firearms training or to increase the complexity based on real life case studies.

Patrol Procedures Scenarios							
n = 590							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared	2%	0%	0%	2%	22%	74%	13
The trainer(s) were knowledgeable in the topic	1%	0%	0%	1%	23%	74%	15

Students reported that the Cover Fire / Citizen Rescue scenario was a good use of their training time (66 percent strongly agree, 29 percent agree), and the debriefings after this scenario aided their learning (64 percent strongly agree, 31 percent agree). In the open-ended survey item to gather additional comments, two students provided comments specific to the Cover Fire scenario. One student expressed appreciation for the scenario complexity and use of multiple officers. Another student expressed a concern of having their hearing still impacted at the end of the training day, due to their location within the Cover Fire scenario.

Patrol Procedures: Cover Fire / Citizen Rescue Scenario							
n = 590							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
This scenario was a good use of my training time.	1%	0%	0%	3%	29%	66%	13
The debriefing after the scenario aided my learning.	1%	1%	0%	3%	31%	64%	20

Regarding the complexity of the scenarios, the majority of the students found the scenarios to be about right in difficulty (86 to 88 percent). Of those that did not, more people found the scenarios to be too complex (4 to 6 percent) than too simple (8 to 11 percent), but only by a small margin.

For myself, the scenarios were:						
n = 590						
	Too Simple		About Right		Too Complex	Missing
	(1)	(2)	(3)	(4)	(5)	
Cover Fire / Citizen Rescue	1%	3%	88%	7%	2%	14

### Related On-the-Job Outcomes

All use of deadly force encounters have an extensive officer-involved shooting investigation being completed. These investigations include an examination of whether the officer's actions were within policy, the tactics, the use of force decision making (including whether the officer's actions precipitated the use of force), and how the incident was managed by supervisors. All of these aspects are examined to ensure the officers' and supervisors' actions fall within the guidelines of the training they have received. 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 overall. The findings suggest continuing to integrate skills pertaining to various aspects of situations requiring the use of deadly force (in particular reaction times, the use of cover fire, and firearm backdrop considerations) and articulating these cases within the context of the force directive, into scenarios may be beneficial.

## Overview

Two post shooting scenarios were conducted. In the first one, the member was dispatched to a suspicious subject hanging out in the alley near an apartment complex. The member sees the subject upon rounding the corner and the subject will verbally engage prior to pulling out a firearm and shooting at the member.

In the second, the member was be dispatched to a welfare check on a distraught looking subject sitting at the bus stop. The member sees the subject from a distance prior to approach. The subject will be looking down, and will not respond to the member until the member gets close to them. The subject will be despondent when approached but will talk to the member briefly before pulling a gun from their lap and shooting them.

### *Related Laws/Directives*

- 1010.00 Use of Force.
- 650.20 Emergency Medical Aid

### *Learning/Performance Objectives*

- Make decisions based on current PPB policy.
- Engage the threat in a timely manner.
- Articulate the reason for using cover fire.
- Apply current policies in any force decision making.
- Apply CRCRC (Cover, Reload/weapons assessment, Commands, Radio, Check yourself and others).

## In-Class Learning Assessment

Most students performed well in the post-shooting drills. Approximately twenty-five percent had some difficulties performing the CRCRC portion under stress, this typically related to conducting the steps out of order or forgetting the self-check. Less than five percent demonstrated issues with shooting, specifically firing around non-patrol corners.

## Survey Results: Student Feedback

Eight survey items pertaining to the 2018-3 Patrol Procedures Scenarios training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and whether the debriefings after the scenario aided their learning.

In total there were 590 completed surveys. Overall, the results indicate that this training was very well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (74 percent strongly agree, 22 percent agree), and the trainer(s) were knowledgeable in the topic (74 percent strongly agree, 23 percent agree). In the open-ended survey item to gather additional comments, many students expressed appreciation for the Patrol Procedures scenarios overall. Of these,

some reported that the scenarios were relevant to real world risks, the right pace or complexity, or much improved over previous years. Students also indicated that they would like to have similar training in the future. Several students suggested that it would be helpful to have more time allotted to scenarios. Of these, two students reported that there was not sufficient time for all students to perform all of the scenarios. A couple of students included suggestions related to format, indicating that it would be useful to incorporate skills from Firearms training or to increase the complexity based on real life case studies.

<b>Patrol Procedures Scenarios</b>							
n = 590							
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Missing</b>
The trainer(s) were organized and well prepared	2%	0%	0%	2%	22%	74%	13
The trainer(s) were knowledgeable in the topic	1%	0%	0%	1%	23%	74%	15

Students reported that the Post Shooting Drill scenarios were a good use of their training time (58 percent strongly agree, 38 percent agree), and the debriefings after this scenario aided their learning (56 percent strongly agree, 38 percent agree). In the open-ended survey item to gather additional comments, a few students provided comments specific to the Post Shooting Drill scenarios. Two students expressed appreciation for the scenarios, one further reported that they were effective drills for CRCRC skills. One student suggested that it would be helpful to increase the scene footprint of the bus stop scenario in order to create more distance between the suspect and officers.

<b>Patrol Procedures: Post Shooting Drill Scenarios</b>							
n = 590							
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Missing</b>
This scenario was a good use of my training time.	1%	1%	0%	2%	38%	58%	15
The debriefing after the scenario aided my learning.	1%	0%	0%	5%	38%	56%	23

Regarding the complexity of the scenarios, the majority of the students found the scenarios to be about right in difficulty (86 to 88 percent). Of those that did not, more people found the scenarios to be too complex (4 to 6 percent) than too simple (8 to 11 percent), but only by a small margin.

For myself, the scenarios were:						
n = 590						
	Too Simple		About Right		Too Complex	Missing
	(1)	(2)	(3)	(4)	(5)	
Post Shooting Drill	2%	2%	88%	7%	1%	14

### Related On-the-Job Outcomes

All use of deadly force encounters have an extensive officer-involved shooting investigation being completed. These investigations include an examination of whether the officer's actions were within policy, the tactics, the use of force decision making (including whether the officer's actions precipitated the use of force), and how the incident was managed by supervisors. All of these aspects are examined to ensure the officers' and supervisors' actions fall within the guidelines of the training they have received. The FDCR data and officer involved shooting cases are reviewed by the Training Division. Findings pertaining to training needs for the Supervisors In-service population are incorporated into the needs assessment process.

### Summary

The findings support this scenario was well conducted and received overall. The findings suggest continuing to reinforce CRCRC (Cover, Reload/weapons assessment, Commands, Radio, Check yourself and others) and shooting under stress in future scenarios may be beneficial.

## Overview

Officers start off seated in their patrol vehicle with the ignition off, but hands on the steering wheel, seatbelt on, and faced forward as if sitting in bumper to bumper traffic. The officer was told to respond when shots are fired at their vehicle. Officers were expected to stay in the vehicle and shoot from behind the ballistic panels in the door at the suspect role player. When the suspect was no longer an immediate threat, officers should move to another position of cover and perform CRCRC (Cover, Reload/weapons assessment, Commands, Radio, Check yourself and others).

If officers got out of the vehicle to shoot, they were shot several times by the suspect role player in the exposed areas of their body. These officers were provided the opportunity to perform a drill the second time staying inside of the vehicle to see the difference in exposure. This drill was used to demonstrate how much cover the Ford Interceptors provide and talk about the ballistic panels. Officers were able to use this opportunity to see how effectively they are able to shoot from a seated position inside of their vehicle in the event of an ambush attack.

### *Related Laws/Directives*

- 1010.00 Use of Force.

### *Learning/Performance Objectives*

- Make decisions based on current PPB policy.
- Engage the threat in a timely manner.
- Articulate the reason for using cover fire.
- Apply current policies in any force decision making.
- Apply CRCRC (Cover, Reload/weapons assessment, Commands, Radio, Check yourself and others).

## In-Class Learning Assessment

Most students performed well in this scenario. Less than ten percent demonstrated some issues with shooting from inside a vehicle. The areas of difficulty were related to positional shooting, one-handed shooting, the mobility limitations, and shooting through a windshield. Many of the individuals who had difficulties got out of the vehicle to shoot.

## Survey Results: Student Feedback

Eight survey items pertaining to the 2018-3 Patrol Procedures Scenarios training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and whether the debriefings after the scenario aided their learning.

In total there were 590 completed surveys. Overall, the results indicate that this training was very well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (74 percent strongly agree, 22 percent agree), and the trainer(s) were knowledgeable in the topic (74 percent strongly agree, 23 percent agree). In the open-ended survey item to gather additional comments, many students expressed appreciation for the Patrol Procedures scenarios overall. Of these, some reported that the scenarios were relevant to real world risks, the right pace or complexity, or much improved over previous years. Students also indicated that they would like to have similar training in the future. Several students suggested that it would be helpful to have more time allotted to scenarios. Of these, two students reported that there was not sufficient time for all students to perform all of the scenarios. A couple of students included suggestions related to format, indicating that it would be useful to incorporate skills from Firearms training or to increase the complexity based on real life case studies.

<b>Patrol Procedures Scenarios</b>							
n = 590							
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Missing</b>
The trainer(s) were organized and well prepared	2%	0%	0%	2%	22%	74%	13
The trainer(s) were knowledgeable in the topic	1%	0%	0%	1%	23%	74%	15

Students reported that the Ambush in a Vehicle scenario was a good use of their training time (60 percent strongly agree, 35 percent agree), and the debriefings after this scenario aided their learning (55 percent strongly agree, 38 percent agree). In the open-ended survey item to gather additional comments, several students provided feedback specific to the Ambush in a Vehicle scenario. Most expressed appreciation and some reported an enhancement of their skills or indicated that they found the scenario realistic or the discussion insightful. Another student indicated that ambush training is a necessary component and should be offered more frequently. One student suggested that it would be useful to allow vehicle movement during the scenario and another suggested that hearing protection would be helpful.

Patrol Procedures: Ambush in a Vehicle Scenario							
n = 590							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
This scenario was a good use of my training time.	1%	1%	1%	4%	35%	60%	24
The debriefing after the scenario aided my learning.	1%	0%	1%	5%	38%	55%	30

Regarding the complexity of the scenarios, the majority of the students found the scenarios to be about right in difficulty (86 to 88 percent). Of those that did not, more people found the scenarios to be too complex (4 to 6 percent) than too simple (8 to 11 percent), but only by a small margin.

For myself, the scenarios were:						
n = 590						
	Too Simple		About Right		Too Complex	Missing
	(1)	(2)	(3)	(4)	(5)	
Ambush in a Vehicle	2%	4%	86%	7%	2%	28

## Related On-the-Job Outcomes

All use of deadly force encounters have an extensive officer-involved shooting investigation being completed. These investigations include an examination of whether the officer's actions were within policy, the tactics, the use of force decision making (including whether the officer's actions precipitated the use of force), and how the incident was managed by supervisors. All of these aspects are examined to ensure the officers' and supervisors' actions fall within the guidelines of the training they have received. 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 overall. The findings suggest continuing to reinforce the skills needed to address the various challenges of shooting from within a vehicle (positional shooting, one-handed shooting, the mobility limitations, and shooting through a windshield) may be beneficial. It was also noted that obtaining real windshields for the purposes of such training would be beneficial to increase realism and confidence with shooting through glass.



**In-Service Knowledge Exam  
2018-3 PVO In-Service  
Portland Police Bureau**

The correct answers are in **red** font below.

- 1.) The Portland Police Bureau's Decision Making Model revolves around three core principles that inform and guide each step in the decision making process. What are the three principles?
  - a. Ethics, Fairness, and the Sanctity of Human Life
  - b. Values, Directives, and Proportionality
  - c. PPB Mission Statement, Accountability, and Proportionality
  - d. **PPB Mission Statement, Values, and Directives**
- 2.) In which situation can you use the Decision Making Model?
  - a. Person in crisis call
  - b. SERT activation
  - c. Homeless camp clean up
  - d. Hot call
  - e. Planning for a protest
  - f. Everyday decisions
  - g. **All of the above**
- 3.) Members must provide a verbal warning prior to using a CEW or other less lethal weapon except under what circumstances?
  - a. There isn't enough time to issue a warning
  - b. **Doing so would present a danger to the member(s) or others**
  - c. Issuing a warning is not feasible
  - d. The member doesn't want to
- 4.) Members shall not use less lethal weapons on certain persons (known to be or obviously under 15, known to be or obviously pregnant persons or those that are known to be or obviously medically fragile) except under what circumstances?
  - a. The person is armed with a deadly or dangerous weapon
  - b. The person is about to commit suicide
  - c. The person is in the act of causing harm to themselves or others
  - d. **All of the above**
- 5.) What does CRCRC stand for?
  - a. Cover, Radio, Concealment, Regard, Communicate
  - b. **Cover, Reload/Weapon Assessment, Commands, Radio, Check yourself / others**
  - c. Commands, Radio, Cover, Reload, Custody
  - d. Cover, Reload/Weapon Assessment, Concealment, Radio, Communicate

## Appendix A: 2018-3 In-Service Knowledge Exam

- 6.) Is there a 21 foot rule?
- Yes - Someone armed with a weapon inside of 21 feet is automatically a deadly threat.
  - No - While someone armed may be within 21 feet, the level of threat is dependent on several factors such as the use of barriers, the subject's mobility, distance from the subject to others, and the safety needs for officers; known as the "reactionary gap".
- 7.) What is PPB Policy regarding the intended use of cover fire?
- Policy allows pinning a suspect down indefinitely with cover fire
  - Policy allows striking a suspect to stop the threat
  - Policy allows cover fire in order to prevent a suspect from taking further action against the police when direct action against a subject is not feasible
  - Policy allows cover fire only to effect rescues
- 8.) When is it lawful to extend a traffic stop? (Select all that apply)
- When an officer has legally obtained consent to search during the unavoidable lull
  - When an officer has a feeling the driver is armed
  - When an officer has reasonable suspicion that a crime has been or is about to be committed
  - When an officer deploys a dog to sniff the car
- 9.) True or False: An officer may stop the ticketing process during a routine traffic stop in order to ask questions about weapons.
- True
  - False
- 10.) Which are the elements of procedural justice?
- Respect
  - Neutrality
  - Voice
  - Trustworthiness
  - Legitimacy
- 11.) People who view police as legitimate... (Select all that apply)
- Defer to the law and accept police authority
  - Believe police try to protect the community from crime and violence
  - Believe police should exercise their authority to maintain order, manage conflicts, and solve problems
  - Challenge police decisions and authority aggressively during encounters with police officers
- 12.) What factors affect police legitimacy?
- Public confidence in police effectiveness
  - Public confidence in police fairness
  - Public confidence in police engagement
  - All of the above

Appendix A: 2018-3 In-Service Knowledge Exam

13.) \_\_\_\_\_ is the fear of how one is treated based on a negative group stereotype.

- a. Implicit bias
- b. Implicit threat
- c. Stereotype threat
- d. Social threat

14.) Which is a strategy to counteract stereotype threat and implicit bias? (Select all that apply)

- a. Recognition and awareness
- b. Give yourself, when feasible, more time and space to identify and articulate facts to reduce errors
- c. Use personal stereotypes without challenging them
- d. Question assumptions

15.) True or False: Only police officers are negatively impacted by implicit biases.

- a. True
- b. False

**Legal - Clicker Questions**  
**2018-3 In-Service**  
**Portland Police Bureau**

**Question 1: Did the officers unlawfully extend the traffic stop when the officer stopped processing the citation to cover the officer while he walked Buddy around the car?**

**Answer: Yes**

- Defendant was a passenger in a car stopped for a traffic infraction by two officers
- While one officer began writing the citation, the other took Buddy, their drug-detection dog, out of the patrol car so he could sniff the stopped car.
- When the dog sniff commenced, the officer writing the citation stopped that task for 30 seconds to provide cover for the other officer and Buddy.
- Defendant remained seated in the car during the dog sniff and the dog alerted near the passenger door.
- Officer asked driver to step out, patted him down and sat him on the curb
- Officer repeated that process with the defendant
- Officer then searched the car, located defendant's purse, and found drugs inside the purse

**Question 2: Did the officer unlawfully extend the stop to ask questions about the cousin?**

**Answer: Yes**

- Defendant stopped for a traffic violation
- He did not have a license but provided a Mexican ID card
- Also provided a vehicle registration card that did not match the ID card. Said the car was loaned to him by a cousin.
- Officer asked defendant an extensive series of questions about the cousin and noticed defendant appeared very nervous.
- Officer then submitted information to dispatch.
- While waiting for dispatch to run the information, officer asked defendant if he had any drugs, large amount of currency, or weapons in the vehicle.
- Defendant told officer there was a weapon in the trunk.
- Officer asked to search the trunk and defendant consented.
- Gun found in the trunk.

## Appendix B: 2018-3 In Class Learning Assessment – Clicker Questions

### Question 3: Did the officer unlawfully extend the stop?

**Answer: Yes**

- Defendant pulled over for straddling the center line
- Took him a while to pull over and officer could see defendant moving toward center of the car
- Officer testified that based on training and experience, he had concerns about weapons but those concerns were alleviated when he contacted defendant and saw his hands and observed no weapons
- Defendant told officer that he was suspended and provided his name
- Defendant was calm but kept looking at the officer and then toward the center console
- While officer was verifying defendant's ID at his patrol car, a second officer arrived
- The second officer informed the first officer that defendant had given an odd story about where he was going and that the car belonged to defendant's girlfriend, a known drug user
- Rather than writing a citation, the first officer went back to defendant's car and told him that he had reason to believe that defendant was involved in criminal activity and proceeded to ask him about drugs/weapons in the car
- Defendant denied he had drugs/weapons in the car and refused to consent to a search
- Officer ordered defendant out of the car so a drug dog could sniff the car
- At some point earlier on in the stop the second officer told the first officer that defendant was a felon
- At some point the second officer told the first officer he could see a knife on the center console
- First officer retrieved the knife and verified it was a switchblade, which was unlawful for the defendant (a felon) to possess
- Officers searched the car for additional weapons and found meth

### Question 4: Did the officer unlawfully extend the stop when he called to PO?

### Question 5: Did the officer's request to search the car unlawfully extend the traffic stop?

**Answer: No (for both question 4 and 5)**

- Defendant stopped for traffic infraction
- Officer asked dispatch to run defendant's information and learned defendant was on post-prison supervision with a note in LEDS directing that "any law enforcement contact with this offender, please call" the PO.
- Officer called the PO while filing out a citation – call lasted less than 5 minutes.
- A second officer showed up and took of the citation writing.
- First officer obtained consent to search and found illegal drugs.

## Appendix B: 2018-3 In Class Learning Assessment – Clicker Questions

### Question 6: Did the consent search of the car constitute an unlawful extension of the traffic stop?

**Answer: No**

- Defendant stopped for expired tags.
- Defendant did not have license, registration, or proof of insurance but provided identifying information so officer could perform a records check
- Records check revealed that defendant's car had previously been involved in a drug offense
- Officers decided to cite defendant for traffic violations
- One officer started writing the cite and the other returned to defendant's car
- Officer at the car asked defendant if he could search defendant and his car
- Defendant consent to search of the car but not his person.
- Officer had defendant step out of the car, searched car, and found brass knuckles and meth.
- Defendant admitted he had meth in his pocket and turned it over

### Question 7: Was the officer's perception of danger reasonable based on the circumstances?

**Answer: Yes**

- Late at night, an officer saw defendant's car hesitate before proceeding on a green light and then pull off to the side of the road.
- Officer pulled behind defendant and asked if defendant needed assistance.
- Based on the initial encounter, the officer developed reasonable suspicion that defendant was DUI
- Officer asked for ID and returned to his car to conduct a records check
- Officer returned to defendant's car and asked if he had a firearm with him
- Defendant said he did not, but told the officer that he had a knife in his boot
- Officer removed two knives from defendant's boot
- Defendant performed FSTs and the officer determined defendant was not intoxicated but cited him for carrying a concealed weapon
- "[Defense Counsel:] So he had done absolutely nothing to give you concern that he might attack you at this point, had he?"
- "[Officer:] No, sir.
- "[Defense Counsel:] In fact, he was being civil and cooperative with you, wasn't he?"
- "[Officer:] Yes, sir.
- "[Defense Counsel:] Not threatening or angry, combative in any way?"

## Appendix B: 2018-3 In Class Learning Assessment – Clicker Questions

- “[Officer:] That is correct.”
- Court of Appeals reversed the conviction citing *Jimenez*
- State appealed the Court of Appeals decision – argued that the officer perceived a circumstance-specific danger and testified to that:
- “there is absolutely nothing safe about administering field sobriety tests on the side of the road at 12:30 in the morning”
- While doing FSTs, “it's inevitable” that he is “going to put [himself] in a compromising situation”; that it is “police work 101” that he would not allow a DUI suspect “to have a handgun on his person” during the investigation; and that he decided to ask about the gun for his own safety.

### Question 8: Was the officer's subjective concern for his safety objectively reasonable?

**Answer: No**

- Officers in two patrol cars driving toward a rock quarry for nighttime training happened upon defendant's car turning onto a gravel logging road.
- Officers turned around and saw defendant's car stopped with lights on.
- Defendant's car then started driving toward the officers and slowly passed them
- As defendant passed the second patrol car, the officer rolled down the window and asked if defendant would be willing to talk to him
- Defendant agreed and officer approached the defendant's car
- As he approached the car, he saw defendant quickly reach for something on the passenger seat.
- Because it was dark and the officer could not see what defendant was reaching for, he feared for his safety and ordered the defendant to show his hands.
- Defendant complied and put his hands on the steering wheel.
- Officer used his flashlight and saw drug paraphernalia on the passenger seat
- Defendant admitted that the officer “caught him” and handed over the paraphernalia

## Appendix B: 2018-3 In Class Learning Assessment – Clicker Questions

### Question 9: Did the defendant have a reasonable expectation of privacy in the car?

**Answer: Yes**

- Reed rented a car in NJ and the rental agreement she signed warned that permitting an unauthorized driver to drive the car would violate the agreement.
- Reed listed only herself as the driver, but as soon as she left the rental officer she gave the keys to Byrd.
- Byrd put his belongings in the car, stopped at home, and headed for Pittsburgh.
- Byrd was stopped in Pennsylvania for a traffic violation and the officers discovered that the car was a rental and Byrd was not an authorized driver
- They discovered Byrd had a history of drug and weapons convictions
- They asked for consent and Byrd admitted he had a “blunt” in the car.
- Without obtaining consent, the officers searched the car and found body armor and 49 bricks of heroin in the trunk



**Rubric for scenario #3: Property Call in Apartment Complex**

<b>COMMUNICATION</b>			
<b>Response</b>	<b>Significant Consideration(s)</b>	<b>Minor Consideration(s)</b>	<b>No Considerations</b>
<b>Directions and Control</b> (Primary Officer)	Officer does not give clear commands and direction to the suspect. <b>OR</b> Commands are confusing or conflicting, or they don't give the subject proper time to respond if appropriate. <b>OR</b> 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. <b>OR</b> 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.
<b>Directions and Control</b> (Cover Officer)	Gives directions or speaks in a way that makes the primary less effective or confuses and escalates the subject.	Should have provided radio communication but failed to (if applicable).	Provides radio communication if appropriate.
<b>De-escalation/Diffusion Efforts</b> (Primary Officer)	Officer fails to recognize and use diffusion techniques when appropriate.	Officer uses ineffective diffusion tactics and does not change tactics.	Officer uses verbal and non-verbal means to diffuse the situation effectively. <b>OR</b> Officer uses ineffective diffusion tactics, realizes the suspect's behavior is not de-escalating and changes to a more effective tactic.

Appendix C: 2018-3 Scenario Scoring Evaluation Rubrics

<b>De-escalation/Diffusion Efforts</b> (Cover Officer)	Cover officer displays behavior that escalates the situation.	Primary struggles to gain compliance and the cover officer fails to switch roles.	Covers primary officer and uses non-verbal communication that does not escalate the behavior of the suspect.
<b>Professionalism</b> (Primary and Cover Officers)	<p>Uses derogatory language towards the subject. <b>OR</b> Uses inappropriate profanity towards the subject. <b>OR</b> Escalates the behavior of the subject by poor communication skills.</p>	<p>Communicates in a way that is professional and compassionate towards the subject but areas for minor improvement were noted. <b>OR</b> Communicates using profanity but accomplishes getting the subject to comply with commands.</p>	<p>Communicates in a way that is professional and compassionate towards the subject (ie, active listening, empathy, respectful dialogue, allowing the subject to be heard). <b>AND</b> Communication is professional and aids in accomplishing custody.</p>

SITUATIONAL AWARENESS			
Response	Significant Consideration(s)	Minor Consideration(s)	No Considerations
<b>Suspects</b> (Primary Officer)	Puts self or partner in a dangerous position by failing to recognize the potential risks associated with the subject or the environment.	Recognizes the potential risks associated with the subject or environment, but is unable to articulate what dangers were present and how to minimize that danger.	Recognizes the potential risks associated with the subject or environment and appropriately responds to minimize those risks.
<b>Suspects</b> (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 officers at a safety and tactical disadvantage but recognizes that the subject may be dangerous.	Keeps self and primary officer in a safe position and changes position when necessary to continue to provide safe cover.
<b>Use of Cover Officers</b> (Primary Officer)	Fails to acknowledge or communicate with their cover officer. <b>OR</b> Uses tactics which places their cover officer in greater danger.	Utilizes their partner officer, and practices officer safety through verbal and non-verbal communication but minor considerations for improvement were noted.	Utilizes the cover officer, and practices officer safety through verbal and non-verbal communication with the cover officer.
<b>Use of Cover Officer</b> (Cover Officer)	N/A	N/A	N/A

<b>Make Decisions Based on Current PPB Directives</b>			
<b>Response</b>	<b>Significant Consideration(s)</b>	<b>Minor Consideration(s)</b>	<b>No Considerations</b>
<b>Application of PPB Directives</b> (Primary and Cover Officers)	Does not recognize the PPB Directives relevant to the situation. <b>OR</b> Does not recognize that their partner's actions violate PPB Directives.	Recognizes applicable PPB Directives, but cannot articulate how the Directives specifically apply to the situation. <b>OR</b> Recognizes that their partner's actions violate PPB Directives, but does nothing to stop or correct their partner's actions.	Recognizes applicable PPB Directives, and can articulate how the Directives specifically apply to the situation. <b>OR</b> Recognizes that their partner's actions violate PPB Directives, and stops or corrects their partner's actions to gain Directive compliance.

<b>USE OF FORCE 1010.00</b>			
<b>Response</b>	<b>Significant Consideration(s)</b>	<b>Minor Consideration(s)</b>	<b>No Considerations</b>
<b>Threat Assessment</b> (Primary)	Did not recognize potential threat. <b>OR</b> Responded to the threat too late increasing the danger to officers/citizens.	Recognized the threat. <b>AND</b> Responded to the threat with minor corrections related to the member's threat assessment.	Recognized the threat. <b>AND</b> Responded in a timely and reasonable manner (Graham v. Connor).
<b>Threat Assessment</b> (Cover)	Did not recognize the threat. <b>OR</b> Did not assist the primary in addressing the threat.	Recognized the threat. <b>AND</b> Assisted the primary in addressing the threat with minor corrections related to their threat response and primary assistance.	Recognized the threat. <b>AND</b> Assisted the primary by responding in a timely and reasonable manner (Graham v. Connor).

Appendix C: 2018-3 Scenario Scoring Evaluation Rubrics

<p><b>Use of Force</b> (Primary and cover)</p>	<p>Force choice was not reasonable and appropriate. <b>OR</b> Force choice was not applied in the optimal manner (ie. Improper control tactics technique, timeliness of force used, improper probe placement, etc.). <b>OR</b> Unable to clearly articulate how force used complies with Directive 1010.00 <b>OR</b> Force should have been used but was not.</p>	<p>If force was utilized, the force choice was reasonable and appropriate. <b>AND</b> Force choice was reasonable and appropriate with minor corrections on application or technique. <b>OR</b> Member was able to articulate how their force complies with Directive 1010.00 with minor corrections.</p>	<p>If force was utilized, the force choice was reasonable and appropriate. <b>AND</b> Technique used was in line with Bureau training. <b>AND</b> Able to clearly articulate how force used complies with Directive 1010.00</p>
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**Scenario Performance Failure:**

An Officer's scenario performance will be rated as a failure in the following circumstances:

1. Officer significantly violates PPB Directives.
2. Officer violates the law.
3. Officer significantly disregards established training doctrine without substantial justification.

**Rubric for scenario #4: Cover Fire Citizen Rescue**

<b>SITUATIONAL AWARENESS</b>			
<b>Response</b>	<b>Significant Consideration(s)</b>	<b>Minor Consideration(s)</b>	<b>No Considerations</b>
<b>Suspects</b> (Cover Fire and Rescue Officer)	Puts self or partner in a dangerous position by failing to recognize the potential risks associated with the subject or the environment.	Recognizes the potential risks associated with the subject or environment, but is unable to articulate what dangers were present and how to minimize that danger.	Recognizes the potential risks associated with the subject or environment and appropriately responds to minimize those risks.
<b>Use of Cover Officers</b> (Cover Fire and Rescue Officer)	Fails to acknowledge or communicate with their partner officer. <b>OR</b> Uses tactics which places their partner officer in greater danger.	Utilizes their partner officer, and practices officer safety through verbal and non-verbal communication but minor considerations for improvement were noted.	Utilizes their partner officer, and practices officer safety through verbal and non-verbal communication their partner.

MAKE DECISIONS BASED ON CURRENT PPB DIRECTIVES			
Response	Significant Consideration(s)	Minor Consideration(s)	No Considerations
Application of PPB Directives (Cover Fire and Rescue Officer)	Does not recognize the PPB Directives relevant to the situation. <b>OR</b> Does not recognize that their partner's actions violate PPB Directives.	Recognizes applicable PPB Directives, but cannot articulate how the Directives specifically apply to the situation. <b>OR</b> Recognizes that their partner's actions violate PPB Directives, but does nothing to stop or correct their partner's actions.	Recognizes applicable PPB Directives, and can articulate how the Directives specifically apply to the situation. <b>OR</b> Recognizes that their partner's actions violate PPB Directives, and stops or corrects their partner's actions to gain Directive compliance.

USE OF FORCE 1010.00				
Response	Significant Consideration(s)	Minor Consideration(s)	No Considerations	
<b>Threat Assessment</b> (Cover Fire and Rescue Officer)	Did not recognize potential threat. <b>OR</b> Responded to the threat too late increasing the danger to officers/citizens.	Recognized the threat. <b>AND</b> Responded to the threat with minor corrections related to the member's threat assessment.	Recognized the threat. <b>AND</b> Responded in a timely and reasonable manner (Graham v. Connor).	
<b>Use of Force</b> (Primary and cover)	Force choice was not reasonable and appropriate. <b>OR</b> Force choice was not applied in the optimal manner (ie. Improper control tactics technique, timeliness of force used, improper probe placement, etc.). <b>OR</b> Unable to clearly articulate how force used complies with Directive 1010.00 <b>OR</b> Force should have been used but was not.	If force was utilized, the force choice was reasonable and appropriate. <b>AND</b> Force choice was reasonable and appropriate with minor corrections on application or technique. <b>OR</b> Member was able to articulate how their force complies with Directive 1010.00 with minor corrections.	If force was utilized, the force choice was reasonable and appropriate. <b>AND</b> Technique used was in line with Bureau training. <b>AND</b> Able to clearly articulate how force used complies with Directive 1010.00	



**Scenario Performance Failure:**

An Officer's scenario performance will be rated as a failure in the following circumstances:

1. Officer significantly violates PPB Directives.
2. Officer violates the law.
3. Officer significantly disregards established training doctrine without substantial justification.

PORTLAND POLICE BUREAU  
**TRAINING DIVISION**

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