



## 2019 IN-SERVICE TRAINING

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

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**Ted Wheeler** Mayor

**Jamie Resch** Chief of Police

**Craig Dobson** Captain, Training Division

2019 In-Service Training Program Managers and Lead Instructors:

Captain Hurley, Lieutenant Baxter, Sergeant Britt, Sergeant Frankus, Ofc. Albertson, Ofc. Christopher, Ofc. Clark, Ofc. Daniels, Ofc. Ferguson, Ofc. Flippo, Ofc. Harris, Ofc. Hauskins, Ofc. Lovato, Ofc. Ladd, Ofc. Manus, Ofc. Parker, Ofc. Tyler, Ofc. Walsh

2019 Curriculum Development Unit and the Training Division's Non-Sworn Mental Health Professional:

Lieutenant Greg Stewart, Emma Covelli, M.S., and Kate Bonn, M.S., and Dr. Liesbeth Gerritsen, Ph.D.

Report prepared by:

Emma Covelli, M.S. and Tricia Pleune, in partnership with the 2019 In-service training program managers, lead instructors, and curriculum development specialists

Analysis conducted by:

Emma Covelli, M.S. and Tricia Pleune

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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, especially those that 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. In addition to these low frequency/high risk situations, officers are faced with various challenges on a regular basis during more routine law enforcement encounters. The Training Division is continually re-examining both the procedural and interpersonal skill components of these high frequency/lower risk encounters to enhance officers' abilities to achieve the best possible outcome.

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 2019 In-service was a three day training for all sworn Portland Police Bureau members. The 2019 In-service provided training in active threat, leadership, and wellness; as well as refresher training in many different topic areas, such as crisis intervention training and Conducted Electronic Weapon. 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 training needs assessment process, and the Training Advisory Committee.

### 2019 IN-SERVICE

#### Class Sessions

#### Approximate Number of Hours

Active Threat	12
Crisis Intervention Training	1
Leadership	1
Conducted Electronic Weapons	3.2
Legal Updates	1
Wellness: Physical Therapy	1.2
Firearms	2.2
Police Vehicle Operations	2.2
Control Tactics	2.2
Patrol Procedures Scenario: Procedural Justice	0.5

### *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.

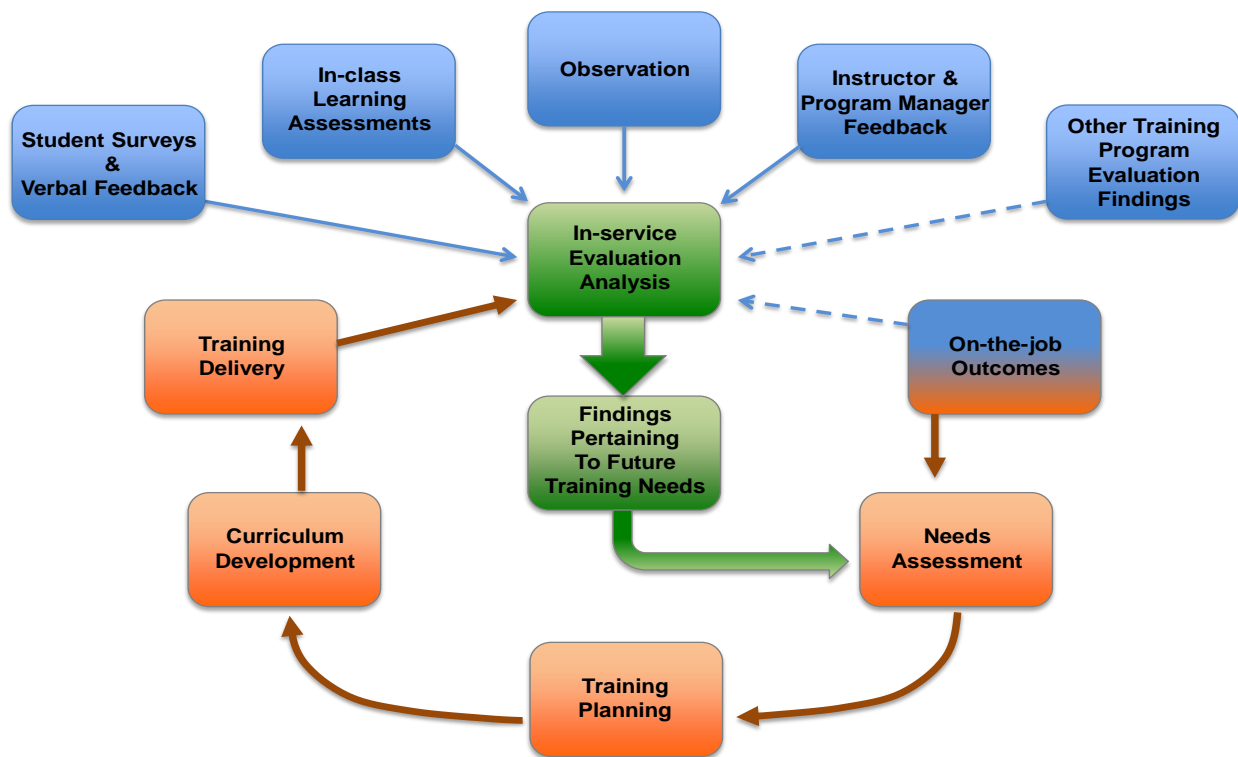


Figure 1: In-Service Training Evaluation Process

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 2019 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.

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## ACTIVE THREAT TRAINING

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### Overview

A thorough analysis of active threat events dating back to Columbine shows that time is a critical element working against the law enforcement response in these events. More recent active threat events show changing tactics used during these events. These tactics increase the loss of life and complicate law enforcement intervention. In order for law enforcement to reduce the loss of life and bring these events to an end as quickly as possible, law enforcement must adapt and implement new tactics and training. This class is taught in conjunction with the Breaching course, outline in a separate lesson plan.

This training was delivered through a combination of classroom, skill building drills, and scenarios. The training covered initial response options, breaching techniques, building entry and clearing techniques, medical response, coordination with the Fire Bureau, and procedures for addressing various potential characteristics of an active threat incident.

The need for this training arose from Patrol Procedure lead instructor and training manager priorities, literature research, an evaluation of the Portland Police Bureau's 2013 and 2014 Advanced Active Shooter trainings, and the 2018 training needs assessment process.

### *Related Laws/Directives*

- 631.60 Premises entry
- ORS 133.033 Community Caretaking Functions
- 0630.15 Medical Aid
- 0720.00 SERT/CNT
- 1010.00 Use of Force
- 730.00 Response to Violence

### *Learning/Performance Objectives*

- Demonstrate the proper use of the Portland Police Bureau's manual breaching tools: 5.11 medium ram, sledge hammer, Halligan Breaching Tool, and bolt cutters.
- Identify policies and laws associated with the use of forced entry tools.
- Explain the critical element that time plays in an active threat event and the need for quick law enforcement intervention to reduce the loss of life.
- Identify breaching techniques of locked, chained or otherwise secured doors.
- Consistently perform team movements using the instructed techniques.
- Consistently implement room entry tactics using the instructed techniques.
- Utilize and manage multiple contact/response elements during an active threat event.
- Prioritize and facilitate the medical response to an active threat event.

- Demonstrate the appropriate use of cover fire.
- Demonstrate the transition of a tactical to medical response focus once the threat is neutralized.

## **In-Class Learning Assessments**

### *End of Day Directive Test*

The end of day knowledge test included four questions pertaining to this class.

#### Results

The first question asked “Per PPB Directive 730.00, an Active Violence Incident requires which of the following? (Select all that apply)”. The majority of people selected the correct answers, which were “An armed person who has the ability and intent to use or has used deadly force on another person and continues to do so” (selected by 99 percent of test takers) and “The suspect has unrestricted access to additional victims” (96 percent selected). Approximately 6 percent incorrectly included “The incident must be in a publicly accessible area” and 3 percent included “The suspect is armed with a gun”.<sup>1</sup>

The second asked “True or False? If you arrive first to an Active Threat incident, you are required by PPB policy to address the threat immediately.” The correct answer, “False”, was chosen by approximately 85 percent of the students taking the test.

The third asked “What is the primary goal of Phase 1 of an Active Threat Incident?”. The correct answer, “Account for the threat”, was chosen by 100 percent of the students taking the test.

The fourth asked “What is the primary goal of Phase 2 of an Active Threat event?”. The majority of people (93 percent) selected the correct answer, which was “Locate and begin treating all victims”. Of those that did not respond correctly, they chose “None of the above” (approximately 4 percent), “Evacuating everyone from the area” (1 percent), or “Establish a command post for responding officers to report to upon arrival” (1 percent).

### *Skills Assessment: Active Threat Skill Builders and Scenarios*

The training included many skill builder and scenario exercises that included the practical application of the following techniques: initial response options, response team formation, breaching techniques, building entry and clearing techniques, medical response, coordination with other emergency responders, and addressing the threat. The instructors provided instruction and/or demonstration of

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<sup>1</sup> This question originally read “True or False? To meet the definition of an Active Threat per PPB policy, the event *must* be occurring in a publicly accessible space and have large amounts of people present.” during the test for the first week of In-service. The question was reformatted to a multiple choice question after the first week of In-service, to reduce confusion and better fit with reinforcing the criteria within the new policy.



the techniques prior to the skill builder exercises. Student performance was observed and corrected by the lead instructors as needed.

## Results

Overall, most of the students performed very well in the skill builder and scenario exercises. The main themes where people struggled pertained to physical fitness (e.g. difficulty managing stairs and the Halligan tool), transitioning the event from a tactical to medical focus, and critical incident communication. In addition, there were some challenges in managing the supervisory roles, such as effectiveness in accounting for the threat, ensuring the event transitions to a medical focus once the threat is neutralized and the best timing for taking command of the scene (for instance, if it was taken too early it would sometimes stifle officer initiative and if too late lead to a reduced focus on addressing medical needs).

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

Fourteen survey items pertaining to the 2019 In-service Active Threat 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 learning in several of the key objectives (breaching techniques, how to assist on an active threat incident, communication and coordination during an active threat incident), and their current level of preparedness for an active threat situation.

In total there were 638 completed surveys for the classroom day and 325 for the skills training. Overall, the results indicate that this training was well conducted and members gained a lot in terms of learning around the key objectives. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (91 percent agreed or strongly agreed for the classroom portion and 97 percent agreed or strongly agreed for the skills portion) and were knowledgeable in the topic (93 percent agreed or strongly agreed for the classroom portion and 98 percent agreed or strongly agreed for the skills portion). Furthermore, most respondents felt that the interaction between the trainer and the class was positive (92 percent agreed or strongly agreed for the classroom portion and 97 percent agreed or strongly agreed for the skills portion). The students reported these training sessions to be a very good use of their training time (89 percent agreed or strongly agreed for the classroom portion and 93 percent agreed or strongly agreed for the skills portion). In the additional comments section of the survey, numerous people provided complimentary comments specifically to the Active Threat training or this year's In-service training in general. In regards to the Active Threat training specifically, they noted the training being well organized, comprehensive, valuable, relevant, and instructed well. They also remarked on the scenarios and training methods being set up well to integrate key firearm skills and increase realism. Those that had participation in their training session, appreciated the collaboration with the Fire Bureau. Although most aspects of the logistics for this training went well, some people remarked on a few logistical issues that may have enhanced the training (e.g. issues of reusing gloves and masks, the training being too loud and needing hearing protection).

The members reported substantial gains in learning in all four of the key objectives inquired about, the findings were particularly high for learning about breaching techniques and how to effectively assist during an active threat incident. Approximately 90 percent reported higher than moderate amounts of learning regarding breaching techniques and approximately 89 percent reported higher than moderate amounts of learning around assisting in active threat situations. For communication with other officers during an active threat incident, approximately 85 percent reported higher than moderate amounts of learning and about 79 percent reported higher than moderate amounts of learning pertaining to coordination with fire and medical responders. Some of the comments provided also reiterated the learning value of this training as it provided new techniques, integration of leadership components, and valuable debriefs. A few people noted areas they thought could have enhanced learning in the training, such as expanding upon the leadership components, clarifying some of the terminology used, and ensuring officers can succeed in the scenarios.

Nearly all of the respondents reported being at least moderately prepared to assist on both a basic active threat incident and a complex coordinated active threat incident, however, the ratings were higher for the basic incident types. Approximately 91 percent reported higher than moderate amounts of preparedness for the basic active threat incidents and about 83 percent reported higher than moderate amounts of preparedness for the complex coordinated active threat incidents. Several people provided comments pertaining to the need for additional training opportunities in active threat.

Patrol Procedures: Active Threat Classroom Training							
n = 638							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	6%	0%	1%	2%	36%	55%	8
The trainer(s) were knowledgeable in the topic.	5%	0%	0%	1%	34%	59%	19
Overall, the interaction between the trainer and the class was positive.	4%	0%	0%	3%	40%	52%	19
The class was a good use of my training time.	4%	1%	1%	5%	43%	46%	18

Patrol Procedures: Active Threat Skills Training							
n = 325							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1%	0%	1%	1%	19%	78%	1
The trainer(s) were knowledgeable in the topic.	1%	0%	0%	1%	17%	81%	4
Overall, the interaction between the trainer and the class was positive.	1%	0%	0%*	1%	18%	79%	4
The class was a good use of my training time.	2%	0%	2%	3%	15%	78%	6

\* The exact estimate for this value was 0.3%

Patrol Procedures: Active Threat Training						
n = 325						
	Learned Very Little		Learned a Moderate Amount		Learned a Lot	Missing
	(1)	(2)	(3)	(4)	(5)	
From this class, how much did you learn about breaching techniques?	0%	1%	9%	13%	77%	1
From this class, how much did you learn about effectively assisting during an active threat incident?	0%	0%	11%	19%	70%	1
From this class, how much did you learn about communicating with other officers during an active threat incident?	0%	1%	13%	17%	68%	2
From this class, how much did you learn about coordinating with fire and medical responders during an active threat incident response?	2%	3%	17%	20%	59%	4

Patrol Procedures: Active Threat Training						
n = 325						
	Not at all Prepared		Yes, Moderately Prepared		Very Prepared	Missing
	(1)	(2)	(3)	(4)	(5)	
How prepared do you feel to assist on a basic active threat incident?	0%	0%	9%	32%	59%	0
How prepared do you feel to assist on a complex coordinated active threat incident?	0%	1%	16%	33%	50%	2

### Related On-the-Job Outcomes

All use of deadly force encounters have an extensive officer-involved shooting investigation 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.

In the event that the use of deadly force was not utilized during an active shooter incident, an After Action Report would still be created. These After Actions are reviewed through supervisory and Inspector evaluation processes. This includes an examination for alignment with policy, decision making, and tactical application. Information from these After Actions are not currently directly incorporated into the needs assessment process. However, during the needs assessment process, feedback on training needs are collected from supervisors, Precinct Command, and the individual responding units.

### Summary

The findings support this class was very well conducted and received overall, and significantly increased members' knowledge and skill levels for responding to an active threat situation. The trainers were able to accomplish most of what the training set out to achieve. However, more training time would have been beneficial to allow the officers to develop greater proficiency in many of the skill sets, further address communication and transitioning the event from a tactical to medical focus, and integrate more aspects of the supervisory roles. In addition to delivering this training during In-service, the Training Division provided members with a video recap of some of the main training objectives after In-service.

The findings suggest that additional training in Active Threat, Critical Incident Response, and/or the skills related to these response types would be beneficial. Some of the specific areas pertaining to future training needs are: room clearing, entry practice, the incorporation of the new firearms training skills, critical incident communication, team movement and responses, transitioning the event from a tactical to medical focus, coordination with the Fire Bureau, leadership roles during these events, and complex coordinated attacks. Based on the feedback, future related classes may want to consider additional table top exercises, and additional hearing protection and safety equipment for members, and additional time if more supervisory components are to be integrated.

Given the extensive logistics and staffing required to successfully deliver this training, it is best done through stand-alone training sessions, however, In-service is the next best venue. Portions of online training can be done as a pre-requisite to these trainings to reduce some of the in person training time, however, much of the training does need to be delivered in person.

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## CRISIS INTERVENTION TRAINING

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### Overview

The Bureau provides crisis intervention refresher training to officers on an annual basis as a part of the state maintenance requirements for Oregon law enforcement, as well as for the Bureau's commitment to working effectively with the mental health community. During 2019, the Bureau updated Directive 850.20, Police Response to Mental Health Crisis. The main changes to the Directive pertained to documentation and medical transports.

The class also reviewed ROADMAP, focusing specifically on "disengagement with a plan". The class allowed members to discuss what events lend themselves to a "disengagement with a plan" and from which events, per policy, members shall not disengage. The class provided a litmus "test" to help members measure their level of concern based upon the nature of the event, and then offered concrete steps that need to be taken when "disengagement with a plan" is utilized. The class provided members with guidelines to help them communicate their "disengagement with a plan" to other shifts, the entire precinct, or the Bureau as a whole. Additionally, the class reinforced how to make an effective BHU referral.

This training plan stemmed from the Behavioral Health Unit's training priorities, the Enhanced Crisis Intervention Team training evaluation process, and the 2019 training needs assessment.

### *Related Laws/Directives*

- Directive 850.20 Police Response to Mental Health Crisis

### *Learning/Performance Objectives*

- Recognize critical components of the current version of Directive 850.20.
- Describe how to apply disengagement with a plan within the context of Directive 850.20.
- Articulate the steps required for disengagement with a plan utilizing BHU resources.
- Identify how to properly utilize BHU's services.

### **In-Class Learning Assessment**

#### *End of Day Directive Test*

The end of day knowledge test included four questions pertaining to this class.

#### Results

The first question asked "Per PPB Policy, Members shall NOT disengage from a call under which of the following circumstance(s)". The majority of people (approximately 97 percent) selected the correct answer, which was "When the subject presents an immediate danger to any third party". Of those that

did not respond correctly, they chose the option of “When the subject presents an immediate danger to himself/herself”.<sup>2</sup>

The second asked “Per PPB policy, which actions are required by members after they disengage from a mental health related call? (Select all that apply)”. The majority of people selected the correct answers, which were “Complete a general offense report” (selected by 99 percent of test takers), “Notify the Multnomah County Call Center” (95 percent selected), and “Develop a plan in accordance with Bureau training” (99 percent selected). Approximately 1 percent incorrectly included “Notify the Lieutenant at the precinct when the disengagement occurred prior to disengaging”.

The third asked “AMR transports can be utilized for which type(s) of non-criminal resolution? (Select all that apply)”. The majority of people selected the correct answers, which were “Voluntary transport to any area hospital” (selected by 98 percent of test takers) and “Involuntary transport to an area hospital as a result of a Police Officer Hold” (selected by 96 percent of test takers). Of those that did not respond correctly, approximately 1 percent included “Involuntary transport to the person’s Primary Care Provider” and less than 1 percent included “Voluntary transport to a homeless shelter”.<sup>3</sup>

The fourth asked “Which of the following are the seven BOEC ECIT dispatch criteria? (Select all the apply)”. The majority of people selected the correct answers, which were “Upon request of a citizen” (selected by 92 percent of test takers), “Upon request of a responding member” (99 percent selected), “The subject is violent” (88 percent selected), “The subject has a weapon” (92 percent selected), “The subject is threatening or attempting suicide” (100 percent selected), “The subject's behavior is escalating the risk of harm to self or others” (95 percent selected), and “The call is at a residential mental health facility” (95 percent selected). Approximately 13 percent of the test takers incorrectly included “The subject is paranoid” in their responses.

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

Seven survey items pertaining to the 2019 crisis intervention 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 enhanced their understanding of the concepts used in disengagement with a plan, whether they have a clear understanding how to utilize disengagement with a plan on the job, and whether they have a clear understanding of how to utilize BHU's services.

In total there were 638 completed surveys. Overall, the results indicate that this training was very well conducted. There was a good amount 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

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<sup>2</sup> This test question was slightly reworded after the first week of In-service and included some different response options (including “All of the above”). In this version, approximately 68 percent of the class chose the correct answer. Upon further review, it was determined that the original test wording was understandably confusing to some.

<sup>3</sup> The incorrect response options for this test question was changed after the first week of In-service. The original test question included an incorrect response option of “Voluntary transport to relevant Cascadia Behavioral Healthcare facilities”, which was selected by a number of test takers.

the topic (47 percent strongly agree, 48 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (44 percent strongly agree, 48 percent agree). Most of the respondents agreed the class was a good use of their training time (33 percent strongly agree, 45 percent agree). In the open-ended comments, several people provided complimentary comments to the classroom day generally, although a few comments expressed dissatisfaction with the classroom day (but not specific to the CIT class other than a minor suggestion for improving the CIT training session).

Most respondents reported at least moderate increases in understanding of the concepts used in disengagement with a plan (approximately 84 percent). In regards to having a clear understanding of how to utilize disengagement with a plan on the job, most of the respondents reported moderate or higher amounts of understanding (approximately 95 percent). However, many of these centered at moderate, indicating members may be needing additional or different information in this area. Respondents reported similar, although slightly higher, levels in regards to have a clear understanding of how to utilize BHU's services.

CRISIS INTERVENTION TRAINING							
n = 638							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	2%	1%	0%	5%	49%	42%	17
The trainer(s) were knowledgeable in the topic.	2%	1%	0%	3%	48%	47%	29
Overall, the interaction between the trainer and the class was positive.	2%	1%	1%	5%	48%	44%	37
The class was a good use of my training time.	2%	3%	4%	14%	45%	33%	44



CRISIS INTERVENTION TRAINING						
n = 638						
	Very Little		Moderate		A Lot	Missing
	(1)	(2)	(3)	(4)	(5)	
How much did this class enhance your understanding of the concepts used in disengagement with a plan?	7%	9%	50%	22%	12%	21

CRISIS INTERVENTION TRAINING							
n = 638							
	No, not at all	Yes, to a small extent		Yes, moderately		Yes, to a great extent	Missing
	(0)	(1)	(2)	(3)	(4)	(5)	
Do you have a clear understanding how to utilize disengagement with a plan on the job?	0%	2%	2%	35%	33%	27%	19
Do you have a clear understanding of how to utilize BHU's services?	0%	3%	2%	30%	36%	29%	22

### Related On-the-Job Outcomes

The Behavioral Health Unit (BHU) utilizes some quantitative and qualitative measures to monitor the correct utilization of disengagement with a plan and the BHU referral process. This information is incorporated into the Enhanced Crisis Intervention Team training evaluation. Findings which are indicative of future training needs are included in the annual training needs assessment.

### Summary

The findings support this class was well conducted and received overall, and enhanced most members' understanding of the concepts used in disengagement with a plan. The evaluation results suggest that some members may benefit from additional understanding of how to utilize disengagement with a plan and the BHU's services, but perhaps not enough in patrol positions to warrant additional training at this time. The Training Division will continue to monitor future training needs pertaining to this topic area through the Enhanced Crisis Intervention Team training evaluation and training needs assessment processes.

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## LEADERSHIP

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### Overview

The Portland Police Bureau's Training Division began establishing a Leadership Program in late 2018. The mission of the program is to enhance leadership skills at all levels of the organization and works in collaboration with the Bureau's Procedural Justice Program. It is anticipated that this program will have positive impacts on organizational health, supervision, morale, work quality, work productivity, and police-community relations over time.

As a part of the Leadership Program, the Training Division will be integrating leadership training into sworn members In-service. This class was the first All-Sworn In-service class offered by the Leadership Program. This class was facilitated by a Portland Police Bureau command team representative with the assistance of the Leadership Program Coordinator. The class clarified the objectives to achieve the Bureau goal of Organizational Excellence and communicate a consistent message to all members. Portland Police Bureau leadership provided feedback on common areas of interest identified during recent member focus groups and surveys conducted in support of the strategic plan development, officer wellness, and internal listening sessions.

This training plan stemmed from Leadership Program and Training Division management priorities, the Chief's Office, and the 2018 training needs assessments.

#### *Related Laws/Directives*

- 0020.00 Mission, Values, and Goals
- 0021.00 Human Goals

#### *Learning/Performance Objectives*

- Identify PPB objectives to achieve Organizational Excellence.
- Recall the PPB strategic planning process and leadership initiatives.
- Summarize feedback on topics presented during recent focus groups and surveys.
- Tell perspectives regarding Organizational Excellence gained through giving voice to PPB members.

### In-Class Learning Assessment

No formal learning assessments were conducted for this training session.

### Survey Results: Student Feedback

Seven survey items pertaining to the 2019 Leadership session 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 Bureau's current level of internal procedural justice, their confidence that the Bureau's internal procedural justice will increase within the next few

years, and how impactful they believe several of the Bureau's initiatives will be towards increasing Organizational Excellence.

In total there were 638 completed surveys. Overall, the results indicate that this training was well conducted. There was a good amount of agreement among the respondents that the trainer(s) were organized and well prepared (39 percent strongly agree, 48 percent agree) and were knowledgeable in the topic (42 percent strongly agree, 47 percent agree). Most of the respondents felt that the interaction between the trainer and the class was positive (36 percent strongly agree, 45 percent agree). Most of the respondents agreed the class was a good use of their training time (28 percent strongly agree, 41 percent agree), however, the findings indicated the value of this session may have been strengthened. In the comments section of the survey, some respondents indicated appreciation dedicated to communication with the Chief's Office and the need to have more opportunities to dialogue with the Chief's office (whether through In-service, Roll Call, and/or listening sessions). A few people indicated the effectiveness of this session may have been enhanced by having more time devoted to it, having the Chief involved, discussing the leadership principles at greater depth, and/or the inclusion of logistical issues impacting officers (e.g. redundancy in reporting requirements, hiring, equipment, retention, etc.).

The results pertaining to the Bureau's internal procedural justice were fairly mixed, with the largest proportion of the respondents rating the Bureau's current level of internal procedural justice moderately (46 percent), approximately 33 percent below moderately, and approximately 21 percent above moderately. The distribution was similar pertaining to confidence that the Bureau will succeed in increasing internal procedural justice within the next few years, with the majority of respondents selecting moderately or below (77 percent). A few of the comments in the survey responses also supported the need for greater amounts of internal procedural justice and internal legitimacy.

In regards to how impactful members thought several of the Bureau initiatives will be for increasing Organizational Excellence, the results were very mixed throughout the scale with some members selecting they will be "Not Impactful" and others marking "Very Impactful". Most people (71 to 85 percent) reported that they thought these initiatives would be moderately impactful or higher. The respondents expressed the greatest amount of confidence in the Wellness Program and filling of the staffing shortages having a positive impact on Organizational Excellence.

LEADERSHIP							
n = 638							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	2%	0%	2%	9%	48%	39%	28
The trainer(s) were knowledgeable in the topic.	1%	0%	2%	8%	47%	42%	36
Overall, the interaction between the trainer and the class was positive.	1%	1%	2%	15%	45%	36%	45
The class was a good use of my training time.	1%	5%	6%	19%	41%	28%	47

LEADERSHIP							
n = 638							
	Low		Moderate		High	Missing	
	(1)	(2)	(3)	(4)	(5)		
How would you rate the Bureau's current level of internal procedural justice (e.g. members believing their voice matters, and they are treated with fairness, respect, and empathy)?	15%	18%	46%	14%	7%	33	

LEADERSHIP							
n = 638							
	Not Very Confident		Moderately Confident		Very Confident		Missing
	(1)	(2)	(3)	(4)	(5)		
How confident are you that the Bureau will succeed in increasing internal procedural justice within the next few years?	14%	15%	48%	17%	6%	31	

LEADERSHIP						
n = 638						
	Not Impactful		Moderately Impactful		Very Impactful	Missing
	(1)	(2)	(3)	(4)	(5)	
<b>How impactful do you think the following initiatives will be towards achieving the Bureau's overall goals of increasing Organizational Excellence?</b>						
Public Education and Communication	8%	15%	47%	20%	10%	31
Filling the Staffing Shortages	9%	16%	38%	17%	20%	37
Leadership Development Program	7%	15%	50%	19%	9%	42
Wellness Program	8%	8%	41%	23%	21%	45
Procedural Justice and Ethics Program	11%	18%	49%	15%	7%	49

### Related On-the-Job Outcomes

The Training Division is in the process of developing an evaluation system along with the Leadership and Procedural Justice Programs, in order to inform the development of the program and to assess program impacts over time. Currently, the Training Division collects related information through the All Sworn In-service and Supervisors In-service training evaluation processes, and several components of the annual training needs assessment process (e.g. a review of misconduct complaints, and feedback from the Bureau of Human Resources, Independent Police Review, Internal Affairs, Police Bureau Injury Liaisons, Police Bureau Division management, and Force Audit Inspector). The Training Division will continue to develop the evaluation for the Leadership and Procedural Justice Programs. This information will be incorporated into the annual training needs assessment process.

### Summary

The findings support this class was well conducted and received overall. The findings suggest that future training sessions and/or other methods for members to dialogue with and receive follow-up from the Chief's Office is needed. Future dialogues may benefit from including discussions about logistical issues currently impacting officers (e.g. redundancy in reporting requirements, hiring, equipment, retention, etc.). Future sessions may also want to consider allotting more time for discussion and including more in-depth conversations regarding the leadership principles. The

evaluation findings also support the need for future training and organizational strategies for increasing internal procedural justice.

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## WELLNESS

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### Overview

The Portland Police Bureau's Training Division began establishing a Wellness Program in late 2018. The mission of the program is to assist all Bureau members in mitigating the additional strains prevalent in a law enforcement career and create and/or maintain physical, mental, emotional, social, and financial wellbeing. It is anticipated that this program will have positive impacts on individual's health, work satisfaction, work quality, work productivity, injury rates, and police-community member interactions over time.

As a part of the Wellness Program, the Training Division will be offering wellness oriented classes to all Bureau members through In-service. This class was the first In-service class offered by the Wellness Program. It was conducted by a group of consulting Physical Therapists and provided an overview of stretching exercises, the impacts of stress related to common structural ailments such as back pain, and NeuroPeak Pro (an autonomic nervous system testing program). The goal is that all members will create and maintain a habit of physical exercise, mindfulness, and stretching that will help them stay physically fit. These skills and habits are a cornerstone of the Wellness program.

The need for this training stemmed from the Wellness Program and Training Division management priorities, the Wellness Program evaluation process, officer injury data, and the 2018 training needs assessments.

#### *Related Laws/Directives*

- 0240.00 Employee Assistance Program.

#### *Learning/Performance Objectives*

- Summarize benefits of Portland Police Bureau Wellness program.
- Identify beneficial physical therapy movements.

### In-Class Learning Assessment

No formal learning assessments were conducted for this training session.

### Survey Results: Student Feedback

Twelve survey items pertaining to the 2019 Wellness 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 knowledge in physical body mechanics, and whether they would be interested in several future training topics/services from the same organization.

In total there were 638 completed surveys. Overall, the results indicate that this training was well conducted. There was a good level of agreement among the respondents that the trainer(s) were organized and well prepared (45 percent strongly agree, 42 percent agree) and were knowledgeable in the topic (54 percent strongly agree, 39 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (42 percent strongly agree, 42 percent agree). The results were more mixed regarding whether the trainers presented the material at a level that was engaging for them (32 percent strongly agree, 36 percent agree) and whether or not there was enough time for questions and discussion (30 percent strongly agree, 46 percent agree). In the additional comments section of the survey, several people suggested changes to the presentation style such as reducing the amount of technical terminology, increasing the practicality for employee use, and clarifying the goals of the session. Most of the respondents indicated good amounts of agreement this class was a good use of their training time (27 percent strongly agree, 32 percent agree), however, approximately 21 percent indicated some level of disagreement.

About 74 percent of the respondents indicated that the class increased their knowledge in physical body mechanics.

In regards to additional training topics/services from this organization (stress, nutrition, sleep, cardiac health, and autonomic nervous system testing), most of the respondents indicated moderate or greater interest levels. The results indicated the highest interest in an In-service session on Sleep/Recovery and “NeuroPeak Pro” testing and training at individual units (to include autonomic nervous system testing and personalized recommendations). In addition, a couple people provided comments regarding their interest in learning more from these trainers. Approximately 6 percent of the respondents indicated no interest in the possibility of these future trainings/services.

Wellness							
n = 638							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	2%	1%	2%	9%	42%	45%	27
The trainer(s) were knowledgeable in the topic.	2%	0%	1%	5%	39%	54%	32
Overall, the interaction between the trainer and the class was positive.	2%	1%	3%	11%	42%	42%	32
The trainer(s) presented the material at a level that was engaging for me.	4%	5%	7%	17%	36%	32%	32



Wellness							
n = 638							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
Enough time was allotted for questions and discussion.	2%	2%	7%	14%	46%	30%	34
The class was a good use of my training time.	6%	7%	8%	20%	32%	27%	34

WELLNESS							
n = 638							
	Very Little		Moderate		A Lot		Missing
	(1)	(2)	(3)	(4)	(5)		
How much did this class increase your knowledge in physical body mechanics?	15%	12%	44%	18%	12%		29

WELLNESS							
n = 638							
	Not Interested		Moderately Interested		Very Interested		Missing
	(1)	(2)	(3)	(4)	(5)		

**This Physical Therapy group also offers additional seminars and services to organizations. How interested would you be in the following services from them?**

In-service session on Stress Management	13%	10%	34%	20%	24%	27
In-service session on Nutrition	14%	7%	32%	21%	28%	36
In-service session on Sleep/Recovery	10%	6%	32%	22%	30%	37

WELLNESS (continued)						
n = 638						
	Not Interested		Moderately Interested		Very Interested	Missing
	(1)	(2)	(3)	(4)	(5)	
<b>This Physical Therapy group also offers additional seminars and services to organizations. How interested would you be in the following services from them?</b>						
Heart Health Day at RUs (includes educational resources and blood pressure screenings)	13%	7%	33%	19%	28%	39
NeuroPeak Pro testing and training at RUs (autonomic nervous system testing and personalized recommendations)	11%	4%	30%	20%	34%	44

### Related On-the-Job Outcomes

The Training Division is developing an evaluation system along with the Wellness Program, in order to inform the development of the program and to assess program impacts over time. The evaluation is being conducted by the Training Division's Analysts, with consultation support from BetaGov and a Portland State University professor. Methods currently used for the evaluation are employee surveys, training evaluation, feedback from the Wellness Committees, examining employee injury data, and feedback from the Bureau's Injury Liaisons. The evaluation does include a focus on fitness and related findings pertaining to future training needs will be included in the annual training needs assessment process.

### Summary

The findings support this class was well conducted and received overall. The findings do not suggest the need for future trainings on this exact topic area in the near future. However, they do support the value in additional future wellness related trainings and services, particularly for an In-service session on Sleep/Recovery and "NeuroPeak Pro" testing and training services at individual units. Based on the feedback from this Wellness In-service session, future presentations may want to ensure their presentations reduce the amount of technical terminology, clarify the goals of the session, and emphasize information that is practical for employee use.

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## FIREARMS

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### 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.

During the past few years the Training Division has been focusing the In-service firearms training on responding to threat encounters occurring within 7 yards; this is the distance in which most officer involved shootings occur<sup>4</sup>. These techniques enable officers to respond to these situations in the safest possible manner. This training is being provided in stages throughout the In-service program.

In 2019, the instruction focused on utilizing various sight focus types used when shooting a firearm. The drills are designed to demonstrate proficiency and the understanding of the different sight focus types. It is crucial our members understand there are types of sight focus and the subject dictates what focus should be used. These techniques assist the officer in responding to moving subjects, increasing accuracy, and reducing backdrop issues.

The need for this training arose from an understanding of the perishability of firearm skills, Firearms lead instructor priorities and research into techniques specifically designed for close encounters, In-service survey results, and the 2018 annual training needs assessment process.

### *Related Laws/Directives*

- 1010.00 Use of Force

### *Learning/Performance Objectives*

- Demonstrate shooting proficiency using the different sight focus types.
- Consistently transition to the different focus types based on the target and distance.

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<sup>4</sup> For more specifics, please visit the following resources. Some refer to a subset of incidents where the officer has been killed and others refer to all officer involved shootings. In both cases, the findings to date show that the vast majority of these incidents occur in close distances.

FBI Uniform Crime Report LEOKA website: <https://ucr.fbi.gov/leoka/2018/tables/table-32.xls>

NYPD Annual Firearms Discharge Report (2011):

[http://www.nyc.gov/html/nypd/downloads/pdf/analysis\\_and\\_planning/nypd\\_annual\\_firearms\\_discharge\\_report\\_2011.pdf](http://www.nyc.gov/html/nypd/downloads/pdf/analysis_and_planning/nypd_annual_firearms_discharge_report_2011.pdf)

Deadly Force Statistical Analysis 2010-2011: <https://cops.usdoj.gov/pdf/deadly-force-statistical-analysis.pdf>

Ulf Petersson, Johan Bertilsson, Peter Fredriksson, Måns Magnusson & Per-Anders Fransson (2017) Police officer involved shootings – retrospective study of situational characteristics, Police Practice and Research, 18:3, 306-321, DOI: 10.1080/15614263.2017.1291592

## **In-Class Learning Assessments**

### *Firearms Skills Assessment: Marksmanship*

Multiple exercises were conducted to provide members an opportunity to practice marksmanship with one and both hands. These exercises included new grip techniques and practicing reloads. The instructors provided instruction and then provided the students an opportunity to practice. Student performance was observed and corrected by the lead instructors as needed.

#### **Results**

Overall, the students performed well with these exercises. Some were slower to adapt to the new grip technique but eventually acclimated and found significant improvements in their marksmanship skills. One of the challenges noted was reverting back to their dominant training pertaining to grip after reloads. Roughly 30 percent had an issue with grip. Of that 30 percent, many were officers with around 20 years' experience. While learning the grip, we noticed the vast majority of officers reverting back to their most dominate training while developing the new grip. Some were able to get past this sooner than others.

### *Firearms Skills Assessment: Target Focus Drill*

This drill provided members an opportunity to get oriented to the different sight focus types and practice them at close range. Each member was provided three targets, which were used to simulate a moving target. This drill was conducted at a distance of 3, 5, and 8 yards. The instructors provided instruction and demonstration of the techniques, and then provided the students an opportunity to practice. Student performance was observed and corrected by the lead instructors as needed.

#### **Results**

The students performed well with these drills at each of the distances. Approximately 10 percent had some difficulty in transitioning back to the first target quickly. Overall, the student did well with accuracy.

## **Survey Results: Student Feedback**

Seven survey items pertaining to the 2019 In-service Firearms 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, the pace of the training, whether the training increased their ability to effectively utilize firearms under stress, and their current confidence level in deploying firearms during a stressful encounter on the job.

In total there were 396 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 (87 percent strongly agree, 11 percent agree) and were knowledgeable in the topic (89 percent strongly agree, 9 percent agree). All of the respondents reported that the

interaction between the trainer and the class was positive (89 percent strongly agree, 9 percent agree). Most found the training to be about the right pace (90 percent), however, approximately 9 percent found it too fast. The students indicated a high level of agreement that this training session was a good use of their training time (88 percent strongly agree, 10 percent agree). In the additional comments section of the survey, numerous people provided complimentary comments specifically to the Firearms training or this year's In-service training in general. In regards to the Firearms training specifically, they expressed appreciation for the increased relevance for real world applications, the effectiveness of the techniques, and high quality of instruction.

In regards to learning and confidence, most of the respondents reported substantial increases in skills for effectively utilizing firearms under stressful encounters (approximately 96 percent reported moderate increases or higher). All of those that responded to the survey reported moderate or higher amounts of confidence in their ability to deploy firearms during a stressful encounter on the job, with 73 percent reporting high confidence.

Several respondents provided comments pertaining to the need for more firearms and/or skills training opportunities. The results indicated a great deal of support for more firearms training that is similar to what was delivered for this In-service session, and a few specifically noted their interest in additional training in the same format. A few provided examples of what would be helpful in future training such as firearms training in and around vehicles, moving subjects, and the use of marking rounds. In addition, one person recommended integrating more of the tactical skills into the qualification program.

Firearms							
n = 396							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	2%	0%	0%	1%	11%	87%	1
The trainer(s) were knowledgeable in the topic.	2%	0%	0%	0%	9%	88%	3
Overall, the interaction between the trainer and the class was positive.	2%	0%	0%	0%	9%	89%	5
The class was a good use of my training time.	2%	0%	0%	1%	10%	88%	5

Firearms						
n = 396						
	Too Slow		Just Right		Too Rushed	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the pace of the Firearms training was:	0%	2%	90%	7%	2%	1

Firearms							
n = 396							
	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 ability to effectively utilize firearms skills under stress?	0%	3%	1%	22%	26%	48%	1

Firearms						
n = 396						
	Not Very Confident		Moderately Confident		Very Confident	Missing
	(1)	(2)	(3)	(4)	(5)	
How confident are you in your ability to deploy firearms during a stressful encounter on the job?	0%	0%	6%	21%	73%	2

## 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 class was extremely well conducted and received overall. There was extensive support for the new techniques provided and recognition of their value for improving skill levels. The findings do suggest the need for additional training in the new techniques in order to develop the proficiency needed for implementing them during high stress encounters on the job. Future training may want to include: additional training in the same format, firearms training in and around vehicles, additional training with moving subjects, and the use of marking rounds.

In addition to planning for future In-service sessions, the Firearms Program has been working on updating the Firearms Qualification Course to integrate some of the new skills currently being trained, which will aid in further reinforcing these techniques. The Training Division plans on implementing the new qualification course in late 2020.

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## CONDUCTED ELECTRICAL WEAPON

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### Overview

Officers are trained to carry and use a Conducted Electrical 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.

The 2019 CEW In-Service training built on the previous year's skills and policy integration, and provided members an introduction to the Taser 7 pilot program. This included providing members a refresher on the X2 Taser equipment and spark tests, the CEW qualification course, difficulties with CEW field deployments, 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. With the shift in policy language over time, reinforcing key concepts is critical to assure members are familiar with the force policy. The key concepts addressed provided further reinforcement of select policy points, warnings and announcements, targeting guidelines, continued practice of weapon manipulation, and the benefits and risks of regular spark tests.

This training plan stemmed from training program managers' and lead instructors' priorities, and the 2018 training needs assessment.

### *Related Laws/Directives*

- 1010.00 Use of Force

### *Learning/Performance Objectives*

- Review capabilities and limitations of X2.
- Demonstrate knowledge of PPB policy via interactive video discussions.
- Summarize the Taser 7 pilot program.
- 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.
- Summarize limitations and difficulties of a CEW deployment on a moving target.



## **In-Class Learning Assessments**

### *End of Day Directive Test*

The end of day knowledge test included three questions pertaining to this class.

#### **Results**

The first question asked “Members must provide a verbal warning prior to using less lethal force (including CEW), except under which circumstance?”. The majority of people (91 percent) selected the correct answer, which was “Doing so would present a danger to the member or others”. Of those that did not respond correctly, approximately 7 percent chose “Issuing a warning is not feasible”, and less than 1 percent chose “The member doesn't want to” or “The member doesn't have time to issue a warning”.

The second question asked “When deciding to use their CEW in cases where there is significantly heightened risk of secondary injury to the subject or others, the member must reasonably believe the \_\_\_\_\_ by the subject outweighs the \_\_\_\_\_ that might occur as a result of loss of control.” The majority of people (99 percent) selected the correct answer, which was “Threat posed; risk of injury”. Of those that did not respond correctly, less than 1 percent chose one of the following: “Potential for escape; threat”, “Attitude presented; risk of injury”, or “Threat posed; after action”.

The third asked “True or False? Members may draw both their firearm and CEW at the same time.” The correct answer, “False”, was chosen by approximately 99 percent of the students taking the test.

### *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<sup>5</sup>. All of the students were able to accomplish the series of steps within the allotted timeframe. Approximately 15 percent of the students by instructor estimation, experienced minor challenges pertaining to holstering the CEW when moving to go hands on (e.g. taking too long to holster, attempting to both holster and go hands on).

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<sup>5</sup> Due to In-service time constraints and greater proficiency among officers with this exercise, this exercise shifted to just providing a demonstration of the exercise with instruction and allowing members the option of performing the exercise themselves.

### *CEW Skills Assessment: Reactionary Gap*

This drill provides members to deploy a CEW upon a subject that is charging at them between barrels. 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

Overall the students were able to perform well with this exercise and approximately 75 percent of them were able to successfully deploy the CEW within the required timing. Of those that struggled, the common themes were difficulty with speed, probe placement, adjusting to the subjects' cover (e.g. hitting the barrels and/or too high of probe placement), missing the subject, and deploying the CEW too early (outside of the CEW's distance capabilities). The addition of barrels into this exercise brought about different challenges with missing the subject and probe placement as it reduced the ability to utilize lower target areas.

### *CEW Skills Assessment: Subject with Lateral Movement*

This drill provided members to deploy a CEW upon a subject that is moving laterally. This drill utilizes a moving role player (in protective gear) and is designed to increase proficiency in utilizing the mechanical sights and accuracy in probe placement in circumstances involving a moving subject.

#### Results

Only approximately 10 to 15 percent of the students were able to successfully deploy the CEW within the required timing for this exercise. Most were not able to hit the subject. Being able to successfully deploy the CEW in this situation is extremely difficult. Of those that were successful, many recognized a substantial amount of their success in hitting the subject was due to chance. Most found the exercise more difficult than they anticipated. The goals of this exercise are to increase awareness of the limitations of the CEW and the importance of considering utilizing another force option in particular situations.

### *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 live Taser 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

All of the students passed and performed very well on the CEW Qualification.

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

Ten survey items pertaining to the 2019 Conducted Electrical Weapon 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 awareness of the most effective decision for CEW use given their abilities and situational circumstances, and their confidence in deploying the Conducted Electrical Weapon within the Directive on the job.

In total there were 638 completed surveys for the classroom day and 396 for the skills training. 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 (91 percent agreed or strongly agreed for the classroom portion and 96 percent agreed or strongly agreed for the skills portion) and were knowledgeable in the topic (93 percent agreed or strongly agreed for the classroom portion and 99 percent agreed or strongly agreed for the skills portion). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (90 percent agreed or strongly agreed for the classroom portion and 97 percent agreed or strongly agreed for the skills portion). They also seemed to indicate high levels of agreement regarding whether or not this class was a good use of their training time (73 percent agreed or strongly agreed for the classroom portion and 76 percent agreed or strongly agreed for the skills portion). Some people provided complimentary comments towards the CEW training and/or instruction in the additional comments section of the survey and numerous people complimented this year's In-service training in general. A few people noted not finding the CEW training valuable and/or expressed recommendations for enhancing the training. This was mostly due to the redundancy with portions of the CEW training (which is partly unavoidable due to mandates for Taser re-certification) or frustrations with CEW devices. On the other hand, one person noted the need for more CEW training time specifically, others noted the need for more of the skills training in general, and one person expressed an interest in having the opportunity to test the newer Taser device that was discussed.

In regards to whether the training increased their awareness of the most effective decision for CEW use given their abilities and situational circumstances, most respondents (88 percent) reported moderate or greater increases. Almost all of the respondents (approximately 99 percent) reported moderate or greater confidence in deploying the Conducted Electrical Weapon within the Directive on the job.

## Conducted Electrical Weapon Classroom Training

n = 638

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	3%	0%	1%	4%	48%	43%	10
The trainer(s) were knowledgeable in the topic.	3%	0%	0%	4%	45%	48%	19
Overall, the interaction between the trainer and the class was positive.	3%	0%	1%	7%	46%	44%	18
The class was a good use of my training time.	3%	4%	4%	16%	43%	30%	18

## Conducted Electrical Weapon Skills Training

n = 396

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1%	0%	1%	3%	27%	69%	6
The trainer(s) were knowledgeable in the topic.	0%	0%	0%	1%	25%	74%	11
Overall, the interaction between the trainer and the class was positive.	0%	0%	0%	3%	24%	73%	12
The class was a good use of my training time.	2%	3%	4%	15%	29%	47%	14

Conducted Electrical Weapon						
n = 396						
	Not Very Confident		Moderately Confident		Very Confident	Missing
	(1)	(2)	(3)	(4)	(5)	
How confident are you in your ability to deploy the Conducted Electrical Weapon within the Directive on the job?	1%	1%	20%	23%	56%	7

Conducted Electrical Weapon							
n = 396							
	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 drills increase your awareness of the most effective decision for CEW use given your abilities and situational circumstances?	3%	6%	4%	28%	28%	32%	5

### 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 these sessions were well conducted and received. The students performed very well on the test questions and qualification, and most reported substantial gains in learning from the skill exercises. The classroom portion of Conducted Electronic Weapon is part of the annual recertification requirements set forth by Axon Enterprise, Inc. (formerly Taser International), therefore some repetition from year to year is unavoidable. However, the Training Division will continue to add new information regarding related policy, case studies, and on-the-job trends in application to the classroom portion of the training.

The findings support additional training in the following areas would be beneficial: accuracy in probe placement (particularly with movement), utilizing the new Taser 7 equipment, reducing the reactionary gap, and transitioning to other force options.

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## POLICE VEHICLE OPERATIONS

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### 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 2019 In-service, the Police Vehicle Operations session focused on introducing officers to an updated method of High Risk Vehicle Stops through both classroom and skills training. This training included an understanding of when a High Risk Vehicle Stop should be considered, safely removing vehicle occupants, clearing a vehicle, and securing it as a crime scene. The new techniques allows for more streamlined procedures, greater clarity in vehicle placement and officer roles, more flexibility as to where the high risk vehicle stop can take place (e.g. narrow streets), improved officer safety, and greater consistency during intra-agency collaboration.

This training plan stemmed from the Training Division's research into new high risk stop procedures<sup>6</sup>, training program managers' and lead instructors' priorities, and the 2018 and 2019 training needs assessments.

### *Related Laws/Directives*

- 630.60 Vehicle Disposition.
- 1010.00 Use of Force.

### *Learning/Performance Objectives*

- Students will demonstrate pre-stop procedures.
- Demonstrate placing police vehicles in any of the four primary positions for a High Risk Vehicle Stop (HRVS).
- Conduct a HRVS stop from any of the four primary roles.
- Apply tactical advantages in the HRVS format: cover/concealment, numerical superiority, lighting, distance.
- Cover threat areas completely and in priority order.

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<sup>6</sup> This research included sending a couple Training Division lead instructors to a specialized training in High Risk Vehicle Stops, which covered high risk stop procedures, vehicle ballistics, and vehicular cover and concealment.

- Communicate by radio and voice with other officers to coordinate the stop.
- Employ safe firearms handling consistent with Firearms training.
- Effectively instruct vehicle occupants through the steps of a HRVS.
- Conduct custody procedures consistent with Control Tactics training.

## **In-Class Learning Assessment**

### *Skills Assessment: High Risk Vehicle Stops Application*

The training session provided skill building scenarios for practicing the practical application of High Risk Vehicle Stop procedures. This included, but was not limited to, pre-stop procedures, vehicle placement, officer positions and movement, use of lighting, radio communication, firearms handling, communication to the subject(s), and custody procedures. The instructors provided instruction and/or demonstration of the techniques and then provided the students an opportunity to practice. The scenario was repeated multiple times in order to allow each student to rotate through all of the main officer roles and debriefs were conducted between repetitions. Student performance was observed and corrected by the lead instructors as needed.

### **Results**

Overall the students performed well in these scenario exercises and developed greater proficiency in the techniques with practice. The instructors provided additional coaching to individuals as needed, however, there were no main themes pertaining to where people had difficulty with these exercises.

## **Survey Results: Student Feedback**

Six survey items pertaining to the 2019 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, whether the training increased their understanding of current High Risk Vehicle Stop procedures, and their current confidence level in deploying the new High Risk Vehicle Stop procedures on the job.

In total there were 396 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, 16 percent agree) and were knowledgeable in the topic (83 percent strongly agree, 15 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (85 percent strongly agree, 14 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 (72 percent strongly agree, 20 percent agree). In the additional comments section of the survey, many people provided complimentary comments specifically to the Police Vehicle Operations training or this year's In-service training in general. In regards to the Police Vehicle Operations training specifically, they expressed appreciation for the increased relevance for real world applications, the flexibility and simplification of the techniques, and high quality of



instruction. A few people provided suggestions for further enhancing the training itself and/or on-the-job application (e.g. challenges finding the needed radio channel in stressful situations due to inconsistencies in how the radios are programmed).

Nearly all of the respondents (approximately 98 percent) reported moderate or greater increases in their understanding of current High Risk Vehicle Stop procedures from the training. With the exception of one person, all of the respondents reported moderate or greater levels of confidence in deploying the new High Risk Vehicle Stop procedures on the job.

A few respondents provided comments pertaining to the need for more Police Vehicle Operations and/or skills training opportunities. In regards to Police Vehicle Operations specific training, they indicated more driving time in general, more time learning the new skills presented in 2019 In-service, and time with simulated city driving conditions would be beneficial. One comment also indicated some of the training time is needed just for acclimating to the newer vehicles.

Police Vehicle Operations							
n = 396							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1%	0%	0%	1%	16%	83%	5
The trainer(s) were knowledgeable in the topic.	1%	0%	1%	1%	15%	83%	15
Overall, the interaction between the trainer and the class was positive.	1%	0%	0%	1%	14%	85%	13
The class was a good use of my training time.	1%	1%	1%	6%	20%	72%	20

Police Vehicle Operations							
n = 396							
	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 High Risk Vehicle Stop procedures?	1%	1%	1%	11%	25%	63%	7

Police Vehicle Operations						
n = 396						
	Not Very Confident		Moderately Confident		Very Confident	Missing
	(1)	(2)	(3)	(4)	(5)	
How confident are you in your ability to deploy the new High Risk Vehicle Stop procedures on the job?	0%*	0%	8%	25%	67%	6

\* The exact estimate for this value was 0.3%

### Related On-the-Job Outcomes

All High Risk Vehicle Stops involving force result in an After Action Report. The After Actions are reviewed through supervisory, Inspector, and the Training Division's evaluation processes. This includes an examination for whether we are managing high risk vehicle stops in a way which is constitutional and simultaneously utilizes our tactical doctrine to maximize public safety, while minimizing risk to officers and the subject of the stop. This encompasses a thorough review of the application of decision making and policy in response to the incident. Findings from these reviews are incorporated into the needs assessment process.

Most High Risk Vehicle Stops not involving force will result in a General Offense Report. A General Offense Report is completed by the primary officer. The corresponding sergeant reviews this document for completeness, as well as reviews 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 class was very well conducted and increased learning in High Risk Vehicle Stop procedures. Overall, there was substantial support for the new techniques provided and appreciation of their value for increasing the effectiveness of applying these procedures on-the-job.

The findings do not suggest any imminent training needs specifically to High Risk Vehicle Stops for the In-service audience as a whole, however, they do support the need for additional Police Vehicle Operations training more generally. Some considerations for future training needs are: general driving skills and training with simulated city driving conditions. In addition, it was noted that some training time is needed in training planning just for acclimating to the newer vehicles as well.

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## LEGAL UPDATES

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### 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 Office presented legal updates and answered questions to help ensure sworn members have up to date information based on current appellate court decisions, case law and relevant trends.

The main topic areas covered for the 2019 In-service session were Oregon legislative updates, officer safety, and right to counsel. These topics stemmed from the City Attorney's Office case study reviews and the 2018 needs assessment process.

#### *Related Laws/Directives*

- 640.20 Sexual Assault Kits and Sexual Assault Investigations
- HB 3261 Recorded Interviews with Juveniles
- SB 596 Evidence of prostitution from crime reporting
- HB 2328 Unauthorized use of a vehicle
- HB 3216 Unlawful summoning of a police officer

#### *Learning/Performance Objectives*

- Explain Legislative changes
- Summarize officer safety legal standard (for stop and frisks)
- Summarize Miranda and right to counsel procedures

### In-Class Learning Assessment

#### *End of Day Knowledge Test*

The end of day knowledge test included four questions pertaining to this class.

#### Results

The first question asked "When is the officer safety legal standard (for stop and frisks) met? (Select all that apply)". The majority of people selected two of the correct answers, "Officer acted during a lawful encounter" (selected by 82 percent of test takers) and "Officer had an objectively reasonable suspicion that the individual posed an immediate threat of serious physical injury" (97 percent selected). Approximately 55 percent of the test takers correctly chose "Officer took protective steps

that were reasonable”. Less than 1 percent of the test takers incorrectly included “Officer always conducts a frisk during every subject stop as a part of their routine procedure”<sup>7</sup> in their responses.

The second asked “What are law enforcement members' options if a suspect makes statements indicating invocation of right to counsel? (Select all that apply)”. The majority of people selected the correct answers, which were “Stop the interrogation” (selected by 99 percent of test takers) and “Ask neutral follow-up questions clarifying the nature of the statement” (89 percent selected).

Approximately 10 percent incorrectly included “Ask whether the suspect wishes to keep talking”.

The third asked “When should a statement made by a suspect regarding invoking their right to counsel be acknowledged?”. This was answered correctly with “Immediately upon being made” by 100 percent of the test takers.

The fourth asked “The Unauthorized Use of a Vehicle (UUV) legislation now requires which of the following? (Select all that apply)”. The majority of people selected the correct answers, which were “The driver is aware of and consciously disregards a substantial and unjustifiable risk that the owner does not consent to the use of the vehicle” (selected by 95 percent of test takers) and “The passenger knew, at the time, that the owner or authorized user did not consent to the use of the vehicle” (59 percent selected). Approximately 18 percent of the test takers incorrectly included “The driver admits that the owner of vehicle did not consent to use” in their responses, and 2 percent chose “None of the above”.

#### *Powerpoint Presentation Clickers Exercise*

During the training session students actively participated by responding to the presenter’s questions using clickers<sup>8</sup>. The students’ responses were recorded, and the results for each of the questions that were asked during the presentation are provided below.

There were six scenarios described by the presenter<sup>9</sup>, and for each scenario the students were asked to answer at least one yes or no question. The questions focused on topic areas such as whether or not: the defendant was unlawfully detained, a criteria was met for the officer-safety exception, the officer extended a stop, or a defendant’s right to counsel was violated.

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<sup>7</sup> In lieu of this option, an “All of the above” option was included during the original test version provided the first week of In-service. Although, approximately 82 percent of the test takers correctly chose “All of the above”, this test question was updated to better fit with current best practice for test design.

<sup>8</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 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>9</sup> The cases utilized were: State V. Madden (2018), State V. Nye (2019), State V. Sarmiento (2019), State V. Craigen (2018), State V. Allen (2019), and State V. Gillispie (2019).

## 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 537 students<sup>10</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
Number of Responses	537	535	534	525	439	524	519	525
Proportion of Correct Responses	31%	71%	25%	68%	65%	24%	40%	77%

The most commonly missed questions were question one (approximately 69 percent of the answers were incorrect), question three (approximately 75 percent of the answers were incorrect), and question six (76 percent of the answers were incorrect). These questions pertained to whether or not a defendant was unlawfully detained, criteria for officer-safety concerns pertaining to a search, and whether a defendant's right to counsel was violated. The students did well in responding to other questions on these topic areas. The instructor further explained the court cases and application to law as needed, based on the student responses.

### Survey Results: Student Feedback

Seven survey items pertaining to the 2019 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 638 completed surveys. The results were a bit mixed but indicate that this training was well conducted overall. There was a good level of agreement among the respondents that the trainer(s) were organized and well prepared (39 percent strongly agree, 42 percent agree), were knowledgeable in the topic (46 percent strongly agree, 40 percent agree), and gave examples that were clearly to the point (36 percent strongly agree, 43 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (34 percent strongly agree, 43 percent agree) and the class was a good use of their training time (30 percent strongly agree, 41 percent agree). Most of them also found the course content to be about right in complexity (84 percent) and found the pace to be just right (77 percent). In the additional comments section of the survey, one person expressed their appreciation for the instruction and facilitation of this class.

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<sup>10</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. In addition, during one of the sessions, the Qwizdom data did not record.

Both the closed-ended and open-ended results suggest this session may have been enhanced to meet the needs of a greater portion of the In-service attendees. Several people provided comments pertaining to the need to make the presentation style more engaging<sup>11</sup> (e.g. less reliance on Powerpoint slides, reduce the duplication of material with the LMS trainings) and a couple people expressed some frustration with the quiz format (e.g. not being provided enough information on the case to successfully answer the questions). Some noted the importance of having a District Attorney instruct on legal updates.

Legal Updates							
n = 638							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	5%	3%	2%	9%	42%	39%	16
The trainer(s) were knowledgeable in the topic.	3%	4%	2%	6%	40%	46%	29
Overall, the interaction between the trainer and the class was positive.	6%	4%	3%	10%	43%	34%	34
The trainer(s) gave examples that were clearly to the point.	4%	4%	4%	10%	43%	36%	30
The class was a good use of my training time.	6%	4%	4%	15%	41%	30%	38

Legal Updates						
n = 638						
	Too Simple		About Right		Too Complex	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the course content was:	4%	8%	84%	4%	1%	15

<sup>11</sup> A part of this may have been due to having to utilize a video training or substitute instructors during several of the 2019 In-Service sessions.

Legal Updates						
n = 638						
	Too Slow		Just Right	Too Rushed		Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the pace of the class was:	10%	9%	77%	3%	1%	15

### Related On-the-Job Outcomes

The on-the-job application of the main laws covered during this classroom pertain to searches, the officer safety exception, unlawful traffic stop extensions, and right to counsel.

The Portland Police Bureau monitors the application of search and traffic stop 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, the officer safety exception, unlawful traffic stop extensions, and right to counsel 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 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 other case study questions pertaining to the main topic areas. Future legal update sessions may want to consider increasing the reliance of in person instruction or having a representative from the City Attorney's Office present for questions when the video instruction is utilized, reducing the duplication of material that has already been delivered to officers through the LMS trainings, and finding a way to incorporate some instruction from a District Attorney.

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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 2019 In-service, the Control Tactics program continued providing members the clinch training series in regards to control, arrest, and in-fight weapon access. These techniques assist officers in controlling a situation by reducing a subject's ability to utilize various strikes, kicks, or weapons against an officer or other community members. Various types of clinch techniques were provided in the training for application to different circumstances and individual abilities.

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 2018 annual training needs assessment process.

### *Related Laws/Directives*

- 1010.00 Use of Force

### *Learning/Performance Objectives*

- 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: Clinch Techniques*

The class provided several clinch skill building exercises, with the understanding that being able to implement some of the techniques successfully is dependent on body type and/or situational circumstances. 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

Overall, most of the students performed well with the clinching techniques by the end of the In-service session. However, approximately 80 percent of them would need additional training in order to achieve the proficiency level expected for successful on the job application in a stressful situation.

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

Five survey items pertaining to the 2019 Control Tactics training were included in the student feedback survey<sup>12</sup>. 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 skills in clinch techniques.

In total there were 396 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 (79 percent strongly agree, 19 percent agree) and were knowledgeable in the topic (83 percent strongly agree, 15 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (84 percent strongly agree, 14 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 (65 percent strongly agree, 23 percent agree). In the additional comments section of the survey, many people provided complimentary comments specifically to the Control Tactics training or this year's In-service training in general. In regards to the Control Tactics training specifically, they expressed appreciation for the new techniques and high quality of instruction.

In regards to learning, most of the respondents (approximately 83 percent) reported at least a moderate increase in clinch technique skill level from the training. In the comments section, a few people noted they found the techniques too complex, however, much of this appeared to be linked to not having enough training time in Control Tactics to become proficient in the skill. In addition, many others noted the amount of training time in Control Tactics to be insufficient for becoming proficient in Control Tactics, staying up to date in new techniques, and/or keeping up with the skill level necessary for managing the subjects they encounter on the job. Many of these individuals also noted the importance of this training to occur on a more frequent basis as well (not solely through annual In-service). One person noted the importance of this additional training time to include instruction, not just opportunities for officers to practice the skills on their own, in order for officers to become proficient in these skills.

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<sup>12</sup> In addition, one question pertaining to future training needs for Control Tactics was included in the survey to be utilized for the training needs assessment process.

Control Tactics							
n = 396							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1%	0%	0%	2%	19%	79%	7
The trainer(s) were knowledgeable in the topic.	1%	0%	0%	1%	15%	83%	12
Overall, the interaction between the trainer and the class was positive.	0%	0%	0%	2%	14%	84%	20
The class was a good use of my training time.	2%	2%	2%	7%	23%	65%	23

Control Tactics							
n = 196							
	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 clinch techniques?	5%	9%	3%	29%	19%	35%	8

\*This question was added during the In-Service session due to a change in curriculum content.

## Related On-the-Job Outcomes

Cases involving a clinch technique 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 very well conducted and received, and increased skills in utilizing clinch techniques. The learning assessments and student feedback suggest additional training in clinch techniques is critical to ensure effective on-the-job application of the skills. The survey findings also indicated the importance of having future training in knife defense, as well as additional training opportunities in general for Control Tactics.

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## PATROL PROCEDURES SCENARIO: TRAFFIC STOP WITH PROCEDURAL JUSTICE

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### Overview

Patrol Procedures 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 Procedures 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 2019 In-service, one scenario was conducted emphasizing the value of utilizing procedural justice principles (when possible) during common police encounters. This training stemmed from external stakeholder feedback, the Procedural Justice Program, and the 2018 training needs assessment report.

### Scenario Overview

Officers stop a car for rolling through a stop sign and the driver is rude and abrasive. The officer will learn that the violator is a veteran and will need to implement the pillars of procedural justice to ascertain the issue with the driver, gain compliance, and demonstrate procedurally just communication and problem solving.

### *Related Laws/Directives*

- 0020.00 Mission, Values, and Goals
- 0021.00 Human Goals
- 0024.00 Community Policing Purpose
- 0310.00 Professional Conduct and Courtesy

### *Learning/Performance Objectives*

- Interact with a driver in a professional manner.
- Demonstrate elements of procedurally just policing during their response:
  - Treat the driver with dignity and respect.
  - Give the driver “voice” during the encounter.
  - Being neutral and transparent in decision making.
  - Convey trustworthy motives by showing empathy and understanding.
- Obtain all the pertinent information from the driver.

## In-Class Learning Assessment

The officers were scored based on their performance in this scenario. 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.

Each of the four main principles of procedural justice were evaluated for this scenario (voice, neutrality, respect, and trustworthiness). The first principle, voice, was focused on receiving and/or creating opportunities for the subject to voice concerns and provide information. Of the 765 officers who were evaluated<sup>13</sup>, 632 of them did not need any specific debriefing pertaining to this principle after the scenario (83 percent), 106 of them only had minor considerations (14 percent), and 27 of them had significant considerations (4 percent).

PROCEDURAL JUSTICE: VOICE		
Evaluator's Response	Frequency	Percent
Significant Considerations	27	4%
Minor Considerations	106	14%
No Considerations	632	83%
Total	765	

The second principle, neutrality, pertained to the officer's ability to conduct the collection of information and explain their actions in a fair and neutral manner. Of the 765 officers who were evaluated, 493 of them did not need any specific debriefing pertaining to this principle after the scenario (64 percent), 216 of them only had minor considerations (28 percent), and 56 of them had significant considerations (7 percent).

PROCEDURAL JUSTICE: NEUTRALITY		
Evaluator's Response	Frequency	Percent
Significant Considerations	56	7%
Minor Considerations	216	28%
No Considerations	493	64%
Total	765	

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<sup>13</sup> Some sworn members do not attend In-service, such as non-tenured officers, those on leave of absences or otherwise exempt for medical reasons, and some with upcoming retirements. In addition, the performance of Training Division members are not included in these evaluation results, as they are already familiar with the expectations of the scenario.

The third principle, respect, pertained to the officer's ability to demonstrate respect throughout the interaction (both in communications and response). Of the 765 officers who were evaluated, 731 of them did not need any specific debriefing pertaining to this principle after the scenario (96 percent), 32 of them only had minor considerations (4 percent), and 2 of them had significant considerations (less than 1 percent).

PROCEDURAL JUSTICE: RESPECT		
Evaluator's Response	Frequency	Percent
Significant Considerations	2	0%
Minor Considerations	32	4%
No Considerations	731	96%
Total	765	

The fourth principle, trustworthiness, pertained to the officer's ability to maintain a professional and empathic demeanor, as well as following through. Of the 765 officers who were evaluated, 473 of them did not need any specific debriefing pertaining to this principle after the scenario (62 percent), 221 of them only had minor considerations (29 percent), and 71 of them had significant considerations (9 percent).

PROCEDURAL JUSTICE: TRUSTWORTHINESS		
Evaluator's Response	Frequency	Percent
Significant Considerations	71	9%
Minor Considerations	221	29%
No Considerations	473	62%
Total	765	

### *Scenario Scoring Summary*

Overall, the officers performed very well in the scenarios. Approximately 49 percent of the officers did not receive any considerations for all of the procedural justice principles. The scores for respect were the highest, followed by voice, neutrality, and trustworthiness. Nearly all of the officers who participated in the scenarios received a passing score on the initial scenario. One officer did not pass the initial scenario but then retok a similar scenario and received a passing score.

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

Five survey items pertaining to the 2019 Patrol Procedures Scenario 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 level of scenario complexity matched their training needs, and whether the debriefings after the scenario aided their learning.

In total there were 396 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 (62 percent strongly agree, 33 percent agree), and the trainer(s) were knowledgeable in the topic (63 percent strongly agree, 33 percent agree). In the open-ended survey item to gather additional comments, some people noted finding the scenario beneficial; however,

others indicated that they did not find it challenging enough as they use these principles regularly in their daily interactions.

The results for the debriefing aiding their learning, the scenario being a good use of training time, and the level of complexity the scenario provided, were more mixed. However, most people agreed that the debriefing aided their learning (33 percent strongly agree, 30 percent agree) and slightly over half of the respondents indicated that they “agreed” or “strongly agreed” the scenario was a good use of their training time. In terms of the scenario meeting their learning needs, most indicated the scenario complexity was about right (63 percent) and about approximately 33 percent indicated more complexity may have better met their training needs.

Patrol Procedures - Scenario Training							
n = 396							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1%	0%	1%	3%	33%	62%	9
The trainer(s) were knowledgeable in the topic.	0%	0%	1%	3%	33%	63%	15
The debriefing after the scenario aided my learning.	5%	8%	6%	19%	30%	33%	13
This scenario was a good use of my training time.	10%	8%	8%	20%	21%	33%	13

Patrol Procedures - Scenario Training						
n = 396						
	Too Simple	About Right	Too Complex	Missing		
	(1)	(2)	(3)	(4)	(5)	
For myself, this scenario was:	17%	16%	63%	3%	1%	11

### Related On-the-Job Outcomes

The Training Division is in the process of developing an evaluation system along with the Procedural Justice Program, in order to inform the development of the program and to assess program impacts over time. Pertaining specifically to the integration of Procedural Justice principles during officer and

community member interactions, the Training Division reviews community surveys conducted both by internal and external researchers (e.g. by DHM Research), as well as reports pertaining to complaints (including courtesy and disparate treatment complaints). In addition, feedback from the Independent Police Review, Internal Affairs, and other Bureau management are collected during the needs assessment process. The Training Division will continue to develop the evaluation for the Procedural Justice Program. This information will be incorporated into the annual training needs assessment process.

## **Summary**

The findings support this scenario was very well conducted and the instructors were viewed as organized and knowledgeable. The integration of procedural justice principles into scenario training debriefs appeared to work well overall. The survey and scenario evaluation findings also indicate that while most students appeared to experience learning gains from the scenario, the gains in learning may have been fairly limited for a third or more of the officers. This may have been particularly the case for more tenured officers who regularly work patrol.

Overall, the results do not indicate any imminent training needs, particularly pertaining to respect and voice. Future training with a greater focus on how best to convey neutrality and trustworthiness may be beneficial. In addition, these findings pertain to a fairly routine police encounter. Given the importance of the topic, there may be value in evaluating the implementation of these principles to a more challenging scenario.

**In-Service Knowledge Exam  
2019 In-Service  
Portland Police Bureau**

The correct answers are in bold font below.

1. Per PPB Directive 730.00, an Active Violence Incident requires which of the following? (Select all that apply)
  - a) **An armed person who has the ability and intent to use or has used deadly force on another person and continues to do so**
  - b) **The suspect has unrestricted access to additional victims**
  - c) The incident must be in a publicly accessible area
  - d) The suspect is armed with a gun
  
2. True or False? If you arrive first to an Active Threat incident, you are required by PPB policy to address the threat immediately.
  - a) True
  - b) **False**
  
3. What is the primary goal of Phase 1 of an Active Threat Incident?
  - a) Begin treating the most critically injured victims
  - b) Establish a command post for responding officers to report to upon arrival
  - c) **Account for the threat**
  - d) Evacuating potential victims
  
4. What is the primary goal of Phase 2 of an Active Threat event?
  - a) Establish a crime scene
  - b) Establish a command post for responding officers to report to upon arrival
  - c) Evacuating everyone from the area
  - d) **Locate and begin treating all victims**
  - e) None of the above
  
5. Members must provide a verbal warning prior to using less lethal force (including CEW), except under which circumstance?
  - a) The member doesn't have time to issue a warning
  - b) **Doing so would present a danger to the member or others**
  - c) Issuing a warning is not feasible
  - d) The member doesn't want to



6. When deciding to use their CEW in cases where there is significantly heightened risk of secondary injury to the subject or others, the member must reasonably believe the \_\_\_\_\_ by the subject outweighs the \_\_\_\_\_ that might occur as a result of loss of control.
- a) Attitude presented; risk of injury
  - b) Threat posed; after action
  - c) **Threat posed; risk of injury**
  - d) Potential for escape; threat
7. True or False? Members may draw both their firearm and CEW at the same time.
- a) True
  - b) **False**
8. Members shall NOT disengage in calls when an individual presents which of the following?
- a) When the subject presents an immediate danger to himself/herself
  - b) When the call is within 500 feet of City Hall
  - c) **When the subject presents an immediate danger to any third party**
  - d) When the call takes place on a college campus or other educational facility
9. Per PPB policy, which actions are required by members after they disengage from a mental health related call? (Select all that apply)
- a) **Complete a general offense report**
  - b) **Notify the Multnomah County Call Center**
  - c) **Develop a plan in accordance with bureau training**
  - d) Notify the Lieutenant at the precinct where the disengagement occurred prior to disengaging.
10. AMR transports can be utilized for which type(s) of non-criminal resolution? (Select all that apply)
- a) **Voluntary transport to any area hospital**
  - b) **Involuntary transport to an area hospital as a result of a Police Officer Hold**
  - c) Voluntary transport to a homeless shelter
  - d) Involuntary transport to the person's Primary Care
11. Which of the following are the seven BOEC ECIT dispatch criteria?
- a) **Upon request of a citizen**
  - b) **Upon request of a responding member**
  - c) **The subject is violent**
  - d) **The subject has a weapon**
  - e) **The subject is threatening or attempting suicide**
  - f) The subject is paranoid
  - g) **The subject's behavior is escalating the risk of harm to self or others**

**h) The call is at a residential mental health facility**

12. When is the officer safety legal standard (for stop and frisks) met?

- a) Officer acted during a lawful encounter**
- b) Officer had an objectively reasonable suspicion that the individual posed an immediate threat of serious physical injury**
- c) Officer took protective steps that were reasonable
- d) Officer always conducts a frisk during every subject stop as a part of their routine procedure

13. What are law enforcement members' options if a suspect makes statements indicating invocation of right to counsel? (Select all that apply)

- a) Stop the interrogation**
- b) Ask neutral follow-up questions clarifying the nature of the statement**
- c) Ask whether the suspect wishes to keep talking
- d) Continue the interrogation until suspect asks again

14. When should a statement made by a suspect regarding invoking their right to counsel be acknowledged?

- a) Immediately upon being made**
- b) After the defendant confesses to the crime
- c) After the law enforcement interview is finished
- d) None of the above

15. The Unauthorized Use of a Vehicle (UUV) legislation now requires which of the following? (Select all that apply)

- a) The driver is aware of and consciously disregards a substantial and unjustifiable risk that the owner does not consent to the use of the vehicle**
- b) The passenger knew, at the time, that the owner or authorized user did not consent to the use of the vehicle**
- c) The driver admits that the owner of vehicle did not consent to use
- d) None of the above

**Rubric for scenario: Procedural Justice with a Difficult Veteran Driver**

<b>PROCEDURAL JUSTICE</b>			
<b>Response</b>	<b>Significant Consideration(s)</b>	<b>Minor Consideration(s)</b>	<b>No Considerations</b>
<b>Voice</b> <ul style="list-style-type: none"> <li>Active listening</li> <li>Allowing explanation and expression</li> <li>Acknowledging feelings</li> <li>Giving agency/options</li> <li>Patience</li> </ul>	<p>Officer does not demonstrate receiving and/or creating opportunity for the subject to voice concerns and provide information.</p> <p><b>OR</b></p> <p>Officer is unable to articulate how they utilized the voice principle or why they did not believe utilizing any techniques to specifically create more voice was necessary or beneficial.</p>	<p>Officer demonstrates receiving and/or creating opportunity for the subject to voice concerns and provide information.</p> <p><b>AND</b></p> <p>Officer is able to articulate how they utilized the voice principle or why they did not believe utilizing any techniques to specifically create more voice was necessary or beneficial.</p> <p><b>AND</b></p> <p>Some areas in articulation or demonstration of the skills were noted and debriefed.</p>	<p>Officer demonstrates receiving and/or creating opportunity for the subject to voice concerns and provide information.</p> <p><b>AND</b></p> <p>Officer is able to articulate how they utilized the voice principle or why they did not believe utilizing any techniques to specifically create more voice was necessary or beneficial.</p>
<b>Neutrality</b> <ul style="list-style-type: none"> <li>Gathering the facts</li> <li>Listening before forming conclusions</li> <li>Emotional control</li> <li>Don't take sides</li> <li>Counteracting recognized stereotype threat / implicit bias</li> <li>Explaining laws, policies, actions, etc.</li> <li>Fair process / outcomes</li> </ul>	<p>Officer(s) do not conduct the collection of information and explanation of actions in a fair and neutral manner.</p> <p><b>OR</b></p> <p>Officer(s) are unable to articulate how they utilized this principle or why they did not believe utilizing any techniques to specifically convey more neutrality was necessary or beneficial.</p>	<p>Officer conducts the collection of information and explanation of actions in a fair and neutral manner.</p> <p><b>AND</b></p> <p>Officer is able to articulate how they conveyed neutrality or why they did not believe utilizing any techniques to specifically convey neutrality was necessary or beneficial.</p> <p><b>AND</b></p> <p>Some areas in articulation or demonstration of the skills were noted and debriefed.</p>	<p>Officer conducts the collection of information and explanation of actions in a fair and neutral manner.</p> <p><b>AND</b></p> <p>Officer is able to articulate how they conveyed neutrality or why they did not believe utilizing any techniques to specifically convey neutrality was necessary or beneficial.</p>

### PROCEDURAL JUSTICE (continued)

Response	Significant Consideration(s)	Minor Consideration(s)	No Considerations
<b>Respect</b> <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Conversational etiquette</li> <li>• Customer service skills</li> <li>• Understanding history</li> </ul>	<p>Officer(s) do not demonstrate respect throughout the interaction (in communications and response).</p> <p><b>OR</b></p> <p>Officer(s) are unable to articulate how they utilized the respect principle or why they did not believe utilizing any techniques to specifically convey more respect was necessary or beneficial.</p>	<p>Officer demonstrates respect throughout the interaction (in communications and response).</p> <p><b>AND</b></p> <p>Officer is able to articulate how they conveyed respect or why they did not believe utilizing any techniques to specifically convey respect was necessary or beneficial.</p> <p><b>AND</b></p> <p>Some areas in articulation or demonstration of the skills were noted and debriefed.</p>	<p>Officer demonstrates respect throughout the interaction (in communications and response).</p> <p><b>AND</b></p> <p>Officer is able to articulate how they conveyed respect or why they did not believe utilizing any techniques to specifically convey respect was necessary or beneficial.</p>
<b>Trustworthiness</b> <ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Empathy and compassion</li> <li>• Relationship building</li> <li>• Follow up / through</li> <li>• Keep your word</li> </ul>	<p>Officer(s) do not maintain a professional and empathic demeanor and/or follow through.</p> <p><b>OR</b></p> <p>Officer(s) are unable to articulate how they utilized the trustworthiness principle or why they did not believe utilizing any techniques to specifically convey more trustworthiness was necessary or beneficial.</p>	<p>Officer maintains a professional and empathic demeanor and follows through.</p> <p><b>AND</b></p> <p>Officer is able to articulate how they conveyed trustworthiness or why they did not believe utilizing any techniques to specifically convey trustworthiness was necessary or beneficial.</p> <p><b>AND</b></p> <p>Some areas in articulation or demonstration of the skills were noted and debriefed.</p>	<p>Officer maintains a professional and empathic demeanor and follows through.</p> <p><b>AND</b></p> <p>Officer is able to articulate how they conveyed trustworthiness or why they did not believe utilizing any techniques to specifically convey trustworthiness was necessary or beneficial.</p>

**Scenario Performance Failure:**

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

1. Officer was unable to obtain the pertinent information from the subject without the subject asking to contact a supervisor.
2. Officer did not demonstrate two or more procedural justice principles.
3. Officer disengages from the encounter and then refuses to re-engage after the instructor explains the need for remaining engaged in the encounter.

PORTLAND POLICE BUREAU  
**TRAINING DIVISION**

14912 NE Airport Way • Portland OR 97230  
[www.portlandpolice.com](http://www.portlandpolice.com)

