



2020 IN-SERVICE TRAINING

Evaluation of General In-Service Training for Tenured Officers

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Executive Summary

Law Enforcement is a highly complex profession where officers are expected to make split-second decisions under rapidly evolving situations, provide assistance to community members under a wide variety of circumstances, enforce laws within politically intense environments, and demonstrate strong interpersonal skills during both routine and challenging conditions. As a result, training for this profession must remain complex and reflect the challenges officers will encounter while performing their duties.

The Portland Police Bureau's In-Service program is designed around identified training needs from a variety of sources both internal and external. The 2020 In-Service provided refresher training in core law enforcement skills, criminal extremism, crisis intervention training, law, emergency entry, crowd management, procedural justice, ethics, and officer wellness. A particular emphasis was placed on procedural justice and responding to calls involving an emergency entry. These topic areas were derived from the Chief's Office, external auditor reports, advisory committees, Training Division lead instructors and management, and the formal needs assessment process.

Student surveys and verbal feedback, instructor observations, in-class learning assessments, observation, and findings from other evaluation processes were utilized to assess the quality of the training event, student learning, and future training needs. Overall, the findings support the training sessions were of high quality, instructed well, and the students gained knowledge and skills from the experience. The training was extremely well received by a high percentage of members that attended and many indicated that the In-Service training quality, relevance, and schedule has improved substantially the last two to three years.

Over the last few years, the Training Division has increased its collaboration in curriculum development among the main law enforcement training disciplines to reinforce current training objectives, utilized strategic planning to create a building block approach to training content (e.g. staging out the learning of a technique over multiple training sessions or a combination of online and in-person training), integration of interpersonal skills training into the scenario training, and tailoring of training for detectives and investigators. In addition, in 2020 the Training Division substantially changed the scheduling of In-Service to allow for a combination of classroom and skills training to be delivered within the training day, with many shorter training sessions. This allowed members to stay more energized and have more opportunities to reinforce learning concepts and skills. These changes in training have been positively reflected in student feedback survey findings, verbal feedback to training managers and staff, and instructor observation.

Unfortunately, the delivery of the 2020 In-Service was disrupted due to COVID restrictions, so less than half of the sworn members were able to receive this training. The curriculum that could not be delivered online during 2020 will be provided to all sworn members during the 2021 In-Service.

This report provides the survey and in-class learning assessment results for all of the 2020 In-Service classes that were included in the formal evaluation process. It also incorporates many instructor observations and documents how the Portland Police Bureau assesses job outcomes pertaining to the main learning objectives. Throughout the report, several future training needs, as well as other training considerations are identified. Some of the future training needs include: additional training in stress and resiliency for officers, Conducted Electrical Weapon decision making, close-quarter Control Tactics, Firearms training with moving subjects, implementing procedural justice skills during interactions with victims, and deployment of spike sticks to bring a moving vehicle to a stop.

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INTRODUCTION

The purpose of the all sworn 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 2020 In-Service was a four day training for all sworn Portland Police Bureau members. The 2020 In-Service provided training in emergency entry, ethics, criminal extremism, deadly force encounters, mobile field force, and wellness; as well as refresher training in many different topic areas, such as crisis intervention training and Control Tactics. Emphasis was placed on de-escalation 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, Youth Educating Police, and the Training Advisory Committee.

2020 IN-SERVICE Class Sessions	Approximate Number of Hours
BHR 2.02	1
Criminal Extremism	1
Conducted Electronic Weapons	3
Control Tactics	3.75
EAP: Deadly Force Encounters	1.5
Ethics	1.5
Firearms	3.75
Legal Updates	1.5
Mobile Field Force	2.5
Patrol Procedures: Emergency Entry	3.75
Patrol Procedures Scenario: Procedural Justice, Crisis Intervention, Emergency Entry	2
Police Vehicle Operations	3.75
Wellness: Cardiac Health, Nutrition, Stress and Resilience, and Meditation	4.5
Youth Educating Police Scenario	0.5

This training was delivered to less than half of the sworn membership when the COVID restrictions were instituted. Training content that could be delivered online was provided to the rest of the membership during 2020. Training that could not be delivered online was rescheduled for the 2021 In-Service.

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.

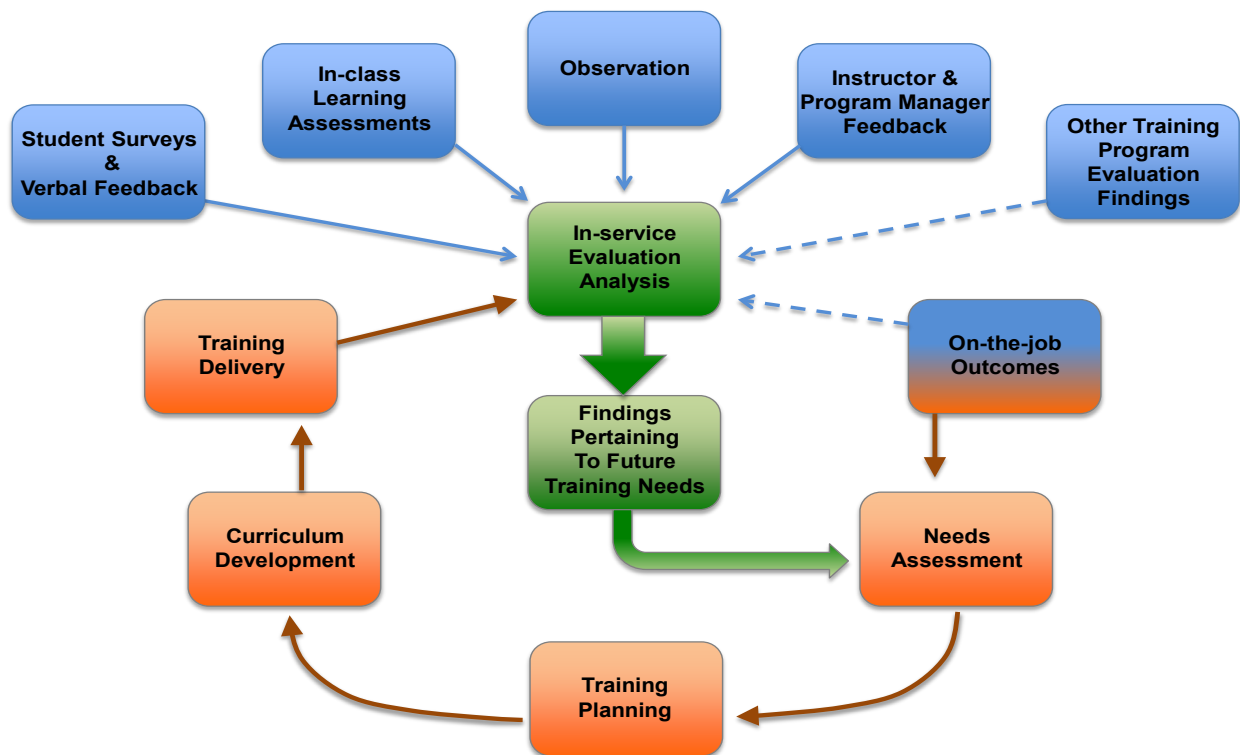


Figure 1: In-Service Training Evaluation Process

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 2020 In-Service classes.¹ 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.

¹ The surveys and scenario evaluation were conducted only for a portion of sworn members, as the In-Service was disrupted due to COVID restrictions.

CRIMINAL INTELLIGENCE UNIT: CRIMINAL EXTREMISM

Overview

The Portland Police Bureau has a Bias Crime Reporting Unit and a Criminal Intelligence Unit that works towards addressing and preventing criminal extremist behavior in the City of Portland. This includes working in cooperation with the Federal Bureau of Investigation's Joint Terrorism Task Force.

This class provided members with a review of Directives 640.80 (Bias/Prejudice Crime Reporting) and 750.00 (Bureau Cooperation with the Federal Bureau of Investigation's Joint Terrorism Task Force), an overview of the signs and symbols associated with criminal extremist behavior in the City of Portland, characteristics of extremism, reporting procedures, and related services available through the Criminal Intelligence Unit.

The need for this training stemmed from the Chief's Office and City Council. This training was conducted in conjunction with a series of classes from the Southern Poverty Law Center pertaining to topics such as hate crimes and anti-government extremists.

Related Laws/Directives

- Directive 640.80 Mandatory Bias/Prejudice Crime Reporting
- Directive 750.00 Bureau Cooperation with the Federal Bureau of Investigation's Joint Terrorism Task Force
- Oregon Revised Statute 181A.250 Specific Information not to be Collected or Maintained

Learning/Performance Objectives

- Recognize critical components of the current version of Directive 640.80.
- Recognize critical components of the new Directive 750.00.
- Recognize critical components of ORS 181A.250.
- Understand the various definitions of "extremism".
- Understand basic signs, symbols, and groups potentially involved in criminal extremist behavior.
- Understand the proper documentation procedures.
- Identify how to properly utilize services provided by the Criminal Intelligence Unit.

In-Class Learning Assessments

End of Day Directive Test

The end of day knowledge test included three questions pertaining to this class. The questions pertained to understanding context when interpreting allegiance or awareness of an ideology, where to

report terrorism information, and law enforcement permissions regarding the collection of individual social views.

Results

Overall, people did extremely well on these test questions, with an accuracy rate of 94 to 99 percent.

The following provides the test results for the Criminal Extremism questions. A more detailed analysis of the test results is provided in Appendix B.

Test Results			
COMBINED RESULTS n = 816			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
Which of the following is also important when reviewing signs, symbols, or terms used to show allegiance or awareness of an ideology?	94%		
Content		35	4%
Context		769	94%
Definition		1	< 1%
Reporting		11	1%
Bureau members receiving information about terrorism shall document the information and provide it to which of the following entities?	98%		
DHS		0	0%
FBI		13	2%
CIU		801	98%
CIA		2	< 1%
True or False? Law enforcement may collect and maintain information about a person's social views without any nexus to criminal activity.	99%		
True		12	2%
False		804	99%

Survey Results: Student Feedback

Five survey items pertaining to the 2020 In-Service Criminal Extremism training were included in the student feedback survey. The items focused on gaining feedback on the instruction and whether the training was a good use of time.

In total there were 236 completed surveys for this classroom training. Overall, the results indicate that this training was well conducted and members found it to be a good use of their training time. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (approximately 68 percent strongly agreed, 29 percent agreed) and were knowledgeable in the topic (approximately 73 percent strongly agreed, 25 percent agreed). Furthermore, most respondents felt that the interaction between the trainer and the class was positive (approximately 63 percent strongly agreed, 35 percent agreed) and thought the examples were well matched with the curriculum (approximately 61 percent strongly agreed, 34 percent agreed).

Though the responses were slightly more mixed, most students reported this training session to be a very good use of their training time (approximately 55 percent strongly agreed, 30 percent agreed). The overall survey responses for the one person that marked strongly disagree are indicative of the possibility of reading the scale backwards. There were not many indications in the survey data pertaining to what would have made the training more valuable for the small percentage of those that did not find it a good use of their training time. Overall, this group rated the instruction well, although not as highly as the rest of the respondents. One person indicated there may be other unmet training needs for more prevalent organized crime types.

In the additional comments section of the survey, numerous people provided complimentary comments towards this year's In-Service training. These comments pertained to the instruction, the scheduling, the diversity of training topics, and the innovative curriculum. A few people provided comments in regards to Criminal Extremism training specifically. Two people indicated that additional training from the Criminal Intelligence Unit would be beneficial, one noted that the most valuable topic areas may vary by Precinct. One person indicated training on other more common organized crime types could be beneficial.

CIU - Criminal Extremism							
n = 236							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.9%	0.0%	0.0%	1.7%	29.3%	68.1%	4
The trainer(s) were knowledgeable in the topic.	0.9%	0.4%	0.0%	0.9%	25.3%	72.5%	3
The trainer(s) gave examples that were clearly to the point.	0.9%	0.0%	0.4%	4.3%	33.9%	60.5%	3

CIU - Criminal Extremism (continued)							
n = 236							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
Overall, the interaction between the trainer and the class was positive.	0.4%	0.4%	0.0%	1.7%	34.9%	62.5%	4
The class was a good use of my training time.	0.4%	1.7%	2.2%	10.8%	29.9%	55.0%	5

Related On-the-Job Outcomes

The Portland Police Bureau has a Bias Crime Reporting Unit and a Criminal Intelligence Unit that monitors the on-the-job application of these training objectives. The Criminal Intelligence Unit is a part of the Joint Terrorism Task Force. Currently, this specific feedback is not formally captured by the Training Division. However, supervisory feedback regarding training needs is provided in the In-Service and Supervisors In-Service feedback surveys. In addition, feedback pertaining to future training needs is collected from unit managers through the needs assessment process.

Summary

The findings support this class was well conducted and received overall. The findings do not suggest the need for additional training on this exact topic in the near future. However, some officers suggested similar training on other crime types could be beneficial and may be worthwhile to consider during future training needs assessment processes.

CONDUCTED ELECTRICAL WEAPONS

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 2020 CEW In-Service training continued to build on the previous years' skills and policy integration. The key concepts addressed through the 2020 In-Service include: acceptable uses of the CEW (active aggression, prevent suicide, prevent escape, avoid using a higher level of force) warnings and announcements, targeting guidelines, the choice to use/not use a CEW depending on the availability of a cover officer, restrictions based on the subject (age, physical condition), and the risks of secondary injury. The training included practicing weapon manipulation under stress, the benefits and risks of regular spark tests, appropriate decision making for deploying the CEW, additional training in CEW usage combined with custody skills, the use of mechanical sights, deployment with moving subjects and the related reactionary gap, and the CEW qualification course. In addition, the CEW session included a High Risk Vehicle Stop scenario which provided members a refresher on these procedures as well as instruction on how best to integrate the use of a CEW during High Risk Vehicle Stops.

This training plan stemmed from training program managers' and lead instructors' priorities, and the 2019 Training Needs Assessment.

Related Laws/Directives

- 1010.00 Use of Force

Learning/Performance Objectives

- Demonstrate proper CEW handling and manipulation by completing the CEW skills course.
- Demonstrate proper targeting guidelines by deploying probes into the Preferred Target Zones of the CEW targets when applicable.
- Recall key concepts of policy via high risk scenario.
- 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. The questions pertained to CEW target deployment areas, the use of cover officers, and the use of warnings.

Results

Overall, people did well on these test questions, and the vast majority got two of the three questions correct. Approximately 31 percent of the people missed the following question, “According to Directive 1010.00, when shall members target lower-center mass with front shots while deploying a CEW?”. The correct answer is “When tactically feasible and time reasonably permits”. Most of those that missed the question responded with “At all times”.

The following provides the test results for the CEW questions. A more detailed analysis of the test results is provided in Appendix B.

Test Results			
COMBINED RESULTS n = 816			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
According to Directive 1010.00, when shall members target lower-center mass with front shots while deploying a CEW?	69%		
At all times		184	23%
When tactically feasible and time reasonably permits		564	69%
At all times, except when the subject’s clothing is likely to prevent the effects of the CEW		68	8%
When the subject is wearing glasses		0	0%
True or False? Members are required to have cover officer(s) present when deploying a CEW operationally.	92%		
True		65	8%
False		751	92%

Test Results (continued)

COMBINED RESULTS n = 816			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
According to Directive 1010.00, members must provide a verbal warning prior to using less lethal force (including CEW), except under which circumstance?	92%		
Issuing a warning presents a danger to the member or others		754	92%
Issuing a warning is not feasible		48	6%
The member doesn't have time to issue a warning		6	1%
The member doesn't want to		8	1%

CEW Skills Assessment: Reaction Drills

In these drills each student was required to utilize quick decision making to assess the level of risk and respond appropriately. Each student was presented with at least three different situations, and some four if time allowed. The intended outcomes were: use of deadly force (1 drill), no force (1 drill), less lethal force (1 drill), and force other than less lethal (1 drill). The purpose of the drills was for students to practice their reaction skills. These drills are different from a scenario in that time and space were removed. The situations the officers responded to were: 1) a person emerging with a gun pointed at another person, 2) an assault is taking place with one person is lying on the ground while another is standing over them, 3) a person is suicidal with and holding a knife to themselves and then starts to threaten the officer with it, and 4) a person is holding an object with their back towards the officer and turns out to pose no threat (time permitting).

Results

Most of the students were able to perform well with these drills. There were some delays getting to the CRCRC procedures (Cover, Reload/weapons assessment, Commands, Radio, Check yourself and others) and getting in the mindset of a real incident. Although some of these cases were within acceptable guidelines, several of the debriefs included a discussion regarding warning requirements and other related nuances (e.g. cases of protecting 3rd parties). Although the approaches to situation #1 above were different, everyone did well and accomplished the intended objectives. Approximately one third of the time in situation #2 above, the officer's approach towards the suspect (although within acceptable practices) did not leave them in a position of best advantage and delayed the custody procedures. In approximately 20 percent of the time in situation #3 above, the officer's approach included the use of a firearm during some point of the encounter. Their use was within reasonable

standards; however, further discussion was provided during the debriefs regarding other options such as considering less lethal force options while the subject is still in a seated position and providing more time so multiple force options can be attempted if needed (to reduce the chance of having to utilize deadly force). Clarity was also provided during some of the debriefs regarding the force policy and whether or not a CEW could be used on a suicidal subject. In situation #4 above, some of the officer's unholstered their firearm but then recognized the subject was unarmed and did not use it.

CEW Skills Assessment: High Risk Vehicle Stop Scenario

During this In-Service, the Police Vehicle Operations program provided skill building scenarios for practicing the application of High Risk Vehicle Stop procedures in collaboration with the Conducted Electrical Weapon program. 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), CEW deployment, 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. Student performance was observed and corrected by the lead instructors as needed.

Results

The students performed the CEW portion of the scenario exercises well overall. The main challenges pertained to CEW decision making as it relates to the optimal distance for use and being able to accurately judge the distance between the subject and themselves. Approximately 75 percent of those deploying the CEW did not have enough distance between themselves and the subject to obtain optimal probe placement. In addition, the lack of distance increased risk of the subject attempting to obtain the officer's weapons. The instructors provided additional coaching to individuals during the debrief as needed.

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

Fourteen survey items pertaining to the 2020 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, whether the scenario debrief increased learning, whether the scenario provided the appropriate level of challenge, and perspectives on deploying the Taser 7 to patrol.

In total there were 236 completed surveys for the classroom day and 185 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 (92 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 (97 percent agreed or strongly agreed for the classroom portion and 98 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 (93 percent agreed or strongly agreed for the classroom portion and 98 percent agreed or strongly agreed for the skills portion).

They also indicated high levels of agreement that class was a good use of their training time, particularly for the skills portions (77 percent agreed or strongly agreed for the classroom portion, 87 percent agreed or strongly agreed for the CEW Qualification, and 91 percent agreed or strongly agreed for the Reaction Drills). Of the small percentage that did not rate the classroom portion to be a good use of training time, they rated the class overall lower in comparison to others. Some of them expressed frustration with the restrictive policy and/or repetitive part of the CEW lecture each year training. One person suggested it would be helpful to integrate CEW into scenarios and scenario-based decision making exercises more (when to utilize and not utilize the CEW).

Some people provided complimentary comments towards the CEW training and/or instruction specifically in the additional comments section of the survey and numerous people complimented this year's In-Service training in general. A few people noted frustrations with the redundancy with mandatory portions of the CEW training (which is unavoidable due to Taser re-certification mandates). Others noted their appreciation for the well conducted CEW scenarios. One person suggested having more threat assessment drills in future trainings would be helpful as well.

Conducted Electrical Weapon Classroom Training							
n = 236							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1.3%	0.0%	0.9%	5.6%	43.8%	48.5%	3
The trainer(s) were knowledgeable in the topic.	0.9%	0.0%	0.4%	1.8%	34.5%	62.4%	10

Conducted Electrical Weapon Classroom Training (continued)							
n = 236							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
Overall, the interaction between the trainer and the class was positive.	0.9%	0.4%	1.3%	4.4%	42.7%	50.2%	11
The class was a good use of my training time.	2.3%	3.6%	1.8%	15.0%	41.4%	35.9%	16

Conducted Electrical Weapon Skills Training							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.0%	0.0%	1.1%	1.7%	38.1%	59.1%	4
The trainer(s) were knowledgeable in the topic.	0.0%	0.0%	0.0%	1.7%	35.4%	63.0%	4
Overall, the interaction between the trainer and the class was positive.	0.0%	0.0%	0.0%	2.2%	39.2%	58.6%	4
The debriefing after the High Risk Vehicle Stop scenario aided my learning.	0.6%	0.0%	1.1%	5.0%	45.9%	47.5%	4
The following training sessions were a good use of my training time.							
CEW Qualification Course	0.6%	2.8%	2.2%	7.7%	43.1%	43.6%	4
Reaction Drills	0.6%	0.0%	1.3%	7.1%	34.6%	56.4%	29
The High Risk Vehicle Stop Scenario	0.6%	0.0%	0.6%	5.5%	47.0%	46.4%	4

In regards to the scenario of a High Risk Vehicle Stop involving CEW use, most indicated this was a good use of their training time (47 percent agreed and 46 strongly agreed). They also noted high levels of agreement for the debrief being beneficial for learning (46 percent agreed and 48 strongly agreed). Most also agreed that the scenario provided the right amount of challenge (83 percent). Of the small percentage that did not rate the debrief as helpful, they rated the instruction highly. One of the

individuals rated the scenario lower on being a good use of training time for them and the scenario being too simple for them. They may have already been familiar and confident in these procedures.

Conducted Electrical Weapon Skills Training						
n = 185						
	Too Simple		Just Right		Too Complex	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the High Risk Vehicle Stop scenario was:	3%	6%	83%	6%	2%	4

In regards to Taser 7 deployment, overall a great deal of support was expressed for this new equipment. Approximately 81 percent of the respondents thought the Bureau should deploy more to patrol and about 56 percent expressed an interest in carrying one. In the additional comments, some noted their frustrations with the CEW equipment in general, while others expressed interest in the Taser 7 and their hopes that the new equipment would be more beneficial.

Conducted Electrical Weapon			
n = 236			
	No	Yes	Missing
Do you think we should deploy more Taser 7s to patrol?	18.9%	81.1%	3
Would you be interested in carrying a Taser 7 on the job?	43.6%	56.4%	2

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 well on the test questions and qualification, and most reported substantial agreement that the scenario aided their learning. 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: judging distance, CEW decision making (optimal distances for deployment, timing, decision making pertaining to use with suicidal subjects), threat assessment, reducing the reactionary gap, and maintaining a position of advantage during custody procedures.

CONTROL TACTICS

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 2020 In-Service, the Control Tactics program introduced new training in close quarter grappling situations and continued providing members the clinch training series. The clinch trainings provide techniques that 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. The training provided members the opportunity to utilize some of the skills through an interactive skill building exercise with an uncooperative subject, in addition to static exercises.

The need for this training arose from an understanding of the perishability of Control Tactics skills, Control Tactics lead instructor feedback, and the 2019 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 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 clinch techniques by the end of the In-Service session. However, by instructor estimation approximately 75 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.

Skills Assessment: Thumb Pectoral Index technique

This technique pertains to effectively utilizing a firearm in close quarter grappling techniques. The class provided training through a static exercise as well as through an interactive skill building exercise involving a non-cooperative subject imposing a deadly threat. The instructors provided instruction and demonstration of each of the techniques and then provided the students an opportunity to practice. Student performance was observed and corrected by the Control Tactics instructors as needed.

Results

All of the students performed well with the static portion of the exercises, were able to retain their weapon, and demonstrated proficiency with shot placement. This technique was new to most of the students and introduced new concepts for managing these types of grappling situations. They were able to learn these new techniques in the static environment fairly quickly.

Applying the techniques in a more realistic environment, however, was substantially more difficult. Everyone demonstrated the need for additional training in this skill in order to achieve the proficiency level expected for successful on-the-job application in a stressful situation.

Survey Results: Student Feedback

Eleven survey items pertaining to the 2020 Control Tactics training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, whether the training increased their skills in clinch techniques and utilizing a firearm in a close quarter grappling situation, and their current confidence level in these techniques.

In total there were 216 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 (approximately 74 percent strongly agree, 24 percent agree) and were knowledgeable in the topic (79 percent strongly agree, 20 percent agree). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (79 percent strongly agree, 19 percent agree). They seemed to indicate high levels of agreement that each of the training sessions (clinch technique, thumb pectoral index, and scenario drill) were a good use of their training time (71 to 72 percent strongly agree, 24 to 25 percent agree).² 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, and appreciation for the 2-hour scheduling blocks of training time. In regards to the Control Tactics training specifically, many people expressed appreciation for the relevancy of the techniques and high quality of instruction. A few people noted specific appreciation for the firearms related scenario.

Control Tactics							
n = 216							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.9%	0.0%	0.0%	0.9%	24.1%	74.1%	0
The trainer(s) were knowledgeable in the topic.	0.5%	0.0%	0.0%	0.5%	19.9%	79.2%	0
Overall, the interaction between the trainer and the class was positive.	0.5%	0.0%	0.5%	0.9%	19.0%	79.2%	0
The following CT session was a good use of my training time: Clinch Technique Review	0.5%	0.0%	0.9%	3.3%	23.7%	71.6%	1
The following CT session was a good use of my training time: Thumb Pectoral Index	0.5%	0.0%	0.0%	2.4%	25.2%	71.8%	10
The following CT session was a good use of my training time: Scenario Drill	0.5%	1.0%	0.0%	3.1%	24.4%	71.0%	23

In regards to learning, most of the respondents reported at least a moderate increase in clinch technique skill level from the training (approximately 94 percent) and skills in utilizing a firearm in close quarter grappling techniques (99.5 percent). Nearly all of the respondents reported finding learning about the Thumb Pectoral Index technique at least moderately helpful (99.5 percent). Of those that reported lower than moderate increases in learning, they rated the training well overall but lower in comparison to the rest of the respondents. They also reported substantially lower confidence ratings in clinch techniques and close quarter grappling encounters utilizing a firearm during stressful encounters on the job. There were no indications in these particular survey responses as to what, if any, changes in training would have been helpful.

Control Tactics							
n = 216							
	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?	0.0%	2.8%	3.2%	24.1%	24.5%	45.4%	0
Did the training increase your skills in utilizing a firearm in close quarter grappling techniques?	0.0%	0.5%	0.0%	15.7%	25.0%	58.8%	0
Did you find learning about the Thumb Pectoral Index technique helpful?	0.0%	0.0%	0.5%	12.0%	19.4%	68.1%	0

Most reported moderate or higher confidence levels in applying the clinch techniques (approximately 92 percent) and close quarter grappling encounters utilizing a firearm (approximately 97 percent) during stressful encounters on the job. However, only about 40 percent of the respondents reported very high levels of confidence. Of those that reported lower than moderate confidence levels, they rated the training well overall but slightly lower in comparison to the rest of the respondents. They also reported less gains in learning. One of these individuals provided a comment noting appreciation for the instructors but also the need for more training time in Control Tactics to learn all of the techniques. These findings are excellent for the amount of training time provided, however; achieving higher levels would be ideal to ensure the most effective real world applications of these skills. In the comments section, several people noted the need for more training time in Control Tactics in order to become proficient in these skills. Some specifically noted that more scenario training would be helpful, including the increase in realism, the integration of multiple skill sets, sim rounds, and fully geared role player(s). One person indicated the Control Tactics training curriculum needs to present even greater levels of challenge in order to match those of real life encounters.

Control Tactics						
n = 216						
	Not at all Confident		Moderately Confident		Very Confident	Missing
	(1)	(2)	(3)	(4)	(5)	
How confident are you in your ability to apply clinch techniques during stressful encounters on the job?	1.4%	6.5%	24.7%	30.2%	37.2%	1
How confident are you in your ability to utilize a firearm in close quarter grappling encounters during stressful encounters on the job?	0.5%	2.8%	21.8%	33.8%	41.2%	0

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.

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

Summary

The findings support this session was very well conducted and received, and increased skills in utilizing clinch techniques. The learning assessments and student feedback suggest additional training in both clinch techniques and the thumb pectoral index is critical to ensure effective on-the-job application of the skills.

The survey findings also indicated the importance of increasing the amount of training opportunities in general for Control Tactics, as well as continuing to ensure the curriculum is practical and best prepares officers for the challenges of real life encounters.

EMPLOYEE ASSISTANCE PROGRAM

Overview

This class highlighted the common practices following the involvement in a deadly force incident so that sworn members are knowledgeable of this process and how it could impact them. The class included officers', witness officers', and sergeants' interactions with internal and external entities involved in the investigation of a deadly force encounter. This class also covered common stress reactions following such an event, as well as resources available to assist officers through the experience.

The need for this training stemmed from the Bureau management suggestions and the Officer Involved Use of Deadly Force review portions of the training needs assessment process. This training need is reflected in the 2019 Training Needs Assessment report.

Related Laws/Directives

- 0240.00 Employee Assistance Program.
- 416.00 Critical Incident – Temporary Altered Duty
- 1010.10 Use of Force – Deadly Force

Learning/Performance Objectives

- Understand the process following a Deadly Force Incident.
- Demystify what happens following a Deadly Force Incident.
- Understand and explain the process of the investigation.
- Understand the physical and emotional response following a Deadly Force Incident.
- Review the importance of taking care of each other.

In-Class Learning Assessment

No formal learning assessments were conducted for this training session.

Survey Results: Student Feedback

Five survey items pertaining to the 2020 Deadly Force Incident 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, and whether the training provided a better understanding of what to expect during a Deadly Use of Force (OIS) investigation.

In total there were 236 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 (approximately 60 percent strongly agree, 36 percent agree) and were knowledgeable in the topic (approximately 66 percent strongly agree, 30 percent agree). Furthermore,

most of the respondents felt that the interaction between the trainer and the class was positive (approximately 63 percent strongly agree, 34 percent agree) and was a good use of their training time (approximately 60 percent strongly agree, 31 percent agree). Of those that reported the training not to be a good use of their training time, two had survey results indicative of possibly reading the scale backwards. The other two rated the training overall very highly, one of them indicated they were already knowledgeable in the topic area.

EAP - Deadly Force Incident							
n = 236							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.9%	0.4%	0.0%	2.6%	35.9%	60.3%	2
The trainer(s) were knowledgeable in the topic.	0.9%	0.4%	0.0%	2.6%	30.0%	66.1%	3
Overall, the interaction between the trainer and the class was positive.	0.9%	0.4%	0.0%	1.7%	34.3%	62.7%	3
The class was a good use of my training time.	0.9%	0.9%	0.0%	6.9%	31.2%	60.2%	5

In regards to whether the class increased understanding of what to expect during a Deadly Use of Force (OIS) investigation, most of the respondents (approximately 93 percent) reported moderate or higher increases in their understanding. Most of those that reported lower amounts rated the training highly overall. Two of these respondents indicated they were already knowledgeable in the topic, one of them also noted they thought the class was very good for those who were not.

EAP - Deadly Force Incident							
n = 236							
	No, not at all	Yes, to a small extent		Yes, moderately		Yes, to a great extent	Missing
	(0)	(1)	(2)	(3)	(4)	(5)	
Did this class give you a better understanding of what to expect during a Deadly Use of Force (OIS) investigation?	2.1%	2.1%	2.6%	25.6%	22.6%	44.9%	2

In the additional comments section of the survey, numerous people provided complimentary comments towards this year's In-Service training. These comments pertained to the instruction, the

scheduling, the diversity of training topics, and the innovative curriculum. Several people provided comments in regards to the Deadly Force Incident training specifically. In these, they noted the class was important and/or informative, particularly for those that have not been in such an incident before. A couple people indicated they were already familiar with these processes, due to experience. One person suggested it would be helpful to include a PPA (union) member in the training and another noted the importance of being aware that the training itself may be stressful for those currently dealing with such an incident.

Related On-the-Job Outcomes

All officer involved use of deadly force encounters are followed up with an extensive investigation. 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 data of officer involved use of deadly force cases are reviewed by the Training Division and are incorporated into the needs assessment process.

There is no formal procedure for evaluating the effectiveness of the officer involved use of deadly force process itself (e.g. the officers' experience of the process, whether or not the EAP support was enough and/or beneficial, etc.). However, during the needs assessment process, feedback on training needs are collected from supervisors, Precinct Command, and the individual responding units, which may include related suggestions.

Summary

The findings support this class was very well conducted and received overall. The findings do not suggest the need for future trainings on this exact topic area in the near future. Based on the feedback from this In-Service session, as well as other related discussions during training evaluation processes, future related presentations may want to strategize the most effective ways to deliver training content pertaining to traumatic events that may unintentionally add stress to those attending the class.

ETHICS

Overview

The Portland Police Bureau's Training Division began establishing a Procedural Justice and Ethics Program in late 2018. The mission of the program is to enhance leadership skills at all levels of the organization. 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.

The 2020 In-Service ethics session was co-facilitated with Internal Affairs and began by discussing current trends and impacts related to unethical behavior in law enforcement from a national and local perspective. Members were reminded of the policies governing ethical behavior and examined the reasons why unethical behavior (or the perception of) may occur. The class concluded with behavior self-regulation and intervention methods all leaders can implement to promote an ethical culture which is the foundation of police legitimacy.

This training plan stemmed from Procedural Justice and Ethics Program and Training Division management priorities, and the 2019 training needs assessment process.

Related Laws/Directives

- 0020.00 Mission, Values, and Goals
- 0300.00 Statement of Ethical Conduct
- 0310.50 Truthfulness
- 0313.10 Gratuities, Gifts and Rewards
- 0317.40 Authorized Use of Bureau Resources
- 330.00 Internal Affairs, Complaint Intake and Processing
- City of Portland Human Resources Administrative Rule 11.01 Statement of Ethical Conduct
- City of Portland Charter, Chapter 1.03 Code of Ethics

Learning/Performance Objectives

- Define ethics and review ethical conduct policies.
- Examine how unethical behavior can develop in Law Enforcement.
- Discuss strategies to support an ethical climate.

In-Class Learning Assessment

End of Day Directive Test

The end of day knowledge test included two questions pertaining to this class. The questions pertained to financial gains or losses referenced in Directive 0300.00 and the outcomes of complaints processed by Internal Affairs.

Results

Overall, people did well on these test questions and the vast majority received full credit on one of the questions. Approximately 24 percent missed part of the following question, “Complaints received by Internal Affairs can result which of the following outcomes?”. The correct answers are “Administrative Closure”, “Administrative Investigation”, and “Supervisory Investigation”. Of those that missed the question, most included “Decline Without Any Review” and/or did not include “Administrative Investigation”.

The following provides the test results for these questions. A more detailed analysis of the test results is provided in Appendix B.

Test Results			
COMBINED RESULTS n = 816			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
Which of the following are examples of personal financial gain or avoiding personal financial loss in PPB Directive 0300.00, Statement of Ethical Conduct? (Select all that apply)	95%		
Accepting a discount to avoid paying full cost for an item or service		812	100%
Eating free snacks at a community event		9	1%
Giving a crime prevention presentation on your day off		22	3%
Using travel incentives earned because of travel on behalf of the City for personal travel		809	99%
Complaints received by Internal Affairs can result which of the following outcomes? (Select all that apply)	76%		
Administrative Closure		760	93%
Administrative Investigation		758	93%
Decline Without Any Review		121	15%
Supervisory Investigation		759	93%

Survey Results: Student Feedback

Five survey items pertaining to the 2020 Ethics 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, and their interest in related future training topics.

In total there were 185 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 (approximately 49 percent strongly agree, 48 percent agree) and were knowledgeable in the topic (49 percent strongly agree, 46 percent agree). Most of the respondents felt that the interaction between the trainer and the class was positive (48 percent strongly agree, 46 percent agree). Most of the respondents agreed the class was a good use of their training time (37 percent strongly agree, 37 percent agree). Of the small percentage of people that indicated that it was not a good use of their training, most rated the class quality very well and all of them marked at least one of the future related training topics of interest. One person indicated it would be helpful to have the Bureau management demonstrating the material more prior to training all members.

Ethics							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.0%	0.5%	0.5%	2.7%	47.5%	48.6%	2
The trainer(s) were knowledgeable in the topic.	0.0%	0.5%	1.1%	3.3%	45.9%	49.2%	2
Overall, the interaction between the trainer and the class was positive.	0.0%	0.5%	0.5%	5.5%	45.6%	47.8%	3
The class was a good use of my training time.	0.0%	1.6%	4.9%	19.2%	36.8%	37.4%	3

In the additional comments section of the survey, numerous people provided complimentary comments towards this year's In-Service training. These comments pertained to the instruction, the scheduling, the diversity of training topics, and the innovative curriculum. A few people provided comments in regards to the Ethics class specifically and/or suggestions pertaining to Internal Affairs processes. Two people noted that the scheduling of classes around this class were similarly difficult topics and it may be helpful to break them up throughout the In-Service schedule more.

All of the potential future training topics inquired about were selected by at least some of the respondents. The most chosen categories were case studies (chosen by approximately 42 percent of those that responded) and information on Oregon trends in law enforcement (42 percent), followed

by how to effectively intervene in ethical issues within the Bureau (20 percent) and how to effectively intervene in ethical issues external to the Bureau (14 percent).

Ethics		
n = 185		
	Number	Percentage
What information would you find most beneficial for future In-Service sessions on ethics?		
How to effectively intervene in ethical issues within the Bureau	37	20.0%
How to effectively intervene in ethical issues external to the Bureau (e.g. political and/or community related situations)	26	14.1%
Case studies	78	42.2%
Information on Oregon trends in law enforcement	77	41.6%
Other	6	3.2%

Related On-the-Job Outcomes

The Training Division is in the process of developing an evaluation system along with the Procedural Justice and Ethics Program, 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 Procedural Justice and Ethics Program. 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 evaluation findings support the inclusion of the following topics in future trainings would be of interest to members (particularly the first two): case studies, information on Oregon trends in law enforcement, how to effectively intervene in ethical issues within the Bureau, and how to effectively intervene in ethical issues external to the Bureau.

FIREARMS

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.

In 2020, the Firearms Program continued its training on responding most effectively to close encounter threats. This included two training blocks. The first block provided a review of the focus types used when shooting a firearm and introduced officers to target transitions. The drills are designed to demonstrate proficiency and the understanding of the different sight focus types with strong emphasis that the target dictates what focus should be used. Officers were introduced to the concept of target transitions and the techniques used to achieve consistency.

The second block continued to build skills from the first block, particularly the training on target transitions. Members were provided the opportunity to utilize the techniques learned during the first block to more complex exercises, to increase their ability in consistently and efficiently transitioning between targets.

The need for this training arose from an understanding of the perishability of firearm skills, Firearms lead instructor priorities and research, In-Service survey results, and the 2019 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.
- Demonstrate proficiency when transitioning between multiple targets.

In-Class Learning Assessments

Firearms Skills Assessment: Bill Drills

These drills provided members an opportunity to practice the different sight focus types at various ranges, with a focus on speed and accuracy. These drills are intended to improve speed without sacrificing accuracy. They include proper visual reference, recoil management, trigger manipulation,

time pressure, and marksmanship. These drills were conducted at a distance of 3, 4, and 5 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. This was a refresher exercise from the 2019 In-Service training. The instructors found that those who had struggled with these drills during the 2019 In-Service were able to conduct the exercises with proficiency during this In-Service training.

Firearms Skills Assessment: Target Transition Drills

These drills provided members an opportunity to practice the different sight focus types at close range with a simulated moving subject, with a focus on accuracy and even timing. Each member was provided three targets, which were used to simulate a moving subject. This drill was conducted at a distance of 5 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

Overall, the students performed well with these exercises. Approximately 70 percent of the students demonstrated proficiency in these exercises by the end of the training. Others were slower to adapt to the new technique but have the underlying aptitude. It is estimated that with more practice they will develop proficiency in these exercises. It was also noted that having multiple firearms sessions during the In-Service week was beneficial for increasing retention and student learning.

Firearms Skills Assessment: Enos Transition Drills

These drills provided members an opportunity to practice incorporating eye movement while utilizing a firearm. This is important for increasing speed and accuracy. It also prepares one to be more efficient in situations involving a moving subject, reducing the chances of backdrop issues. This drill was conducted at a distance of 5 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

Overall, the students performed well with these exercises. This is a more difficult skill to develop. Approximately 50 percent had difficulty incorporating eye movement techniques while deploying a firearm. Those that struggled were still successful in hitting the stationary target. However, developing this skill is important for increasing the likelihood of the most effective outcomes during real life encounters.

Firearms Skills Assessment: Updated Qualification

The Training Division has been working on upgrading the firearms qualification to better align with current training and trends pertaining to officer involved shootings. An updated version³ of the Firearms Qualification was introduced to students. This new qualification includes a greater focus of skills utilized between zero and seven yards⁴, which falls within the “reactionary gap” where statistically officers are more likely to be killed in the line of duty due to gunfire. 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

Overall, the students performed well on the qualification. Students who made it through the 2020 In-Service had a failure rate of 2.5 percent on the qualification. This was most commonly due to the students not understanding a concept or poor marksmanship at a distance. This could be corrected with minimal remedial training. The feedback from the membership on the new qualification was positive and most comments noted it was more consistent with current training.

Survey Results: Student Feedback

Eight survey items pertaining to the 2020 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 and utilizing sight focused firearms skills during a stressful encounter on the job.

In total there were 219 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 (84 percent strongly agree, 15 percent agree) and were knowledgeable in the topic (85 percent strongly agree, 15 percent agree). The respondents reported that the interaction between the trainer and the class was positive (85 percent strongly agree, 15 percent agree). Most found the training to be about the right pace (84 percent), however, approximately 16 percent found it

³ The Training Division has been working on upgrading the firearms qualification to better align with current training and trends pertaining to officer involved shootings. This firearms qualification was a new proposed qualification course for Bureau members. This training section allowed the Training Division to further assess the proposed qualification plan and provide members an opportunity to further develop their firearms skills.

⁴ This is the distance in which most officer are killed in line of duty gunfire as well as the distance that most officer involved shootings appear to occur generally. 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

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

too fast. Those that found the pace to be too fast rated the training very highly and reported slightly higher gains in learning from the training compared to the rest of the respondents. A couple people in this group noted the need for additional similar training in order to learn the new techniques.

The students indicated a high level of agreement that this training session was a good use of their training time (87 percent strongly agree, 12 percent agree). In the additional comments section of the survey, many 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, numerous people expressed appreciation of the high quality of instruction and/or curriculum design. Many also remarked on the practicality of the techniques to real world applications and the benefits of the two 2-hour training blocks.

Firearms							
n = 219							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.0%	0.0%	0.0%	0.5%	15.1%	84.4%	1
The trainer(s) were knowledgeable in the topic.	0.0%	0.0%	0.0%	0.0%	15.2%	84.8%	2
Overall, the interaction between the trainer and the class was positive.	0.0%	0.0%	0.0%	0.5%	14.7%	84.9%	1
The class was a good use of my training time.	0.0%	0.0%	0.0%	0.9%	12.4%	86.6%	2

Firearms						
n = 219						
	Too Slow		Just Right		Too Rushed	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the pace of the Firearms training was:	0%	0%	84%	8%	8%	3

In regards to learning and confidence, most of the respondents reported substantial increases in skills for effectively utilizing firearms under stressful encounters (approximately 98 percent reported moderate increases or higher). Nearly 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

(99 percent) and utilize the sight focused firearms during a stressful encounter on the job (approximately 99.6 percent). The survey responses for those that reported lower levels of learning from the training indicated that some in this group may already be highly skilled and confident in their firearms skills and others are needing additional training opportunities to better boost their skills and confidence in these new techniques.

Several respondents provided comments pertaining to the need for more firearms and/or skills training opportunities. A few provided suggestions for future training considerations. Among these, respondents noted the need for investigator-specific firearms training, shooting from inside a vehicle, and shooting through glass.

Firearms							
n = 219							
	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?	0.0%	1.8%	0.5%	20.3%	28.1%	49.3%	2

Firearms						
n = 219						
	Not Very Confident		Moderate		Very Confident	Missing
	(1)	(2)	(3)	(4)	(5)	
How confident are you in your ability to utilize the sight focused firearms during a stressful encounter on the job?	0.5%	0.0%	9.3%	34.3%	56.0%	3
How confident are you in your ability to utilize firearms during a stressful encounter on the job involving a moving subject?	0.0%	0.9%	12.5%	37.0%	49.5%	3

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 continued to be 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 investigator-specific firearms training.

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 2020 In-Service session were public records requests, search warrants, and search and seizure. These topics stemmed from the City Attorney's Office case study reviews and the 2019 needs assessment process.

Related Laws/Directives

- U.S. 4th Amendment
- Article 1 Section 9 Oregon Constitution
- 650.00 Search, Seizure, and Inventories
- 652.00 Search Warrants

Learning/Performance Objectives

- Summarize search warrant particularities and probable cause.
- Summarize reasonable suspicion for the stop, unlawful extension, and search incident to arrest aspects of search and seizure.

In-Class Learning Assessment

End of Day Knowledge Test

The end of day knowledge test included three questions pertaining to this class. The questions pertained to information needed for a warrant to seize and search an electronic device and what questions can be asked during a traffic stop.

Results

Overall, people did well on these test questions. Approximately 30 percent of the people missed the following question, "A warrant to seize and search an electronic communications device (ie. cellphone) must identify, as specifically and reasonably possible, which of the following?". The correct answers are "The information to be searched for" and "The time period when the information was created, accessed, or otherwise used, if available". Most of those that missed the question also included "A list of all locations on a cell phone, where criminal evidence is usually stored, is sufficient" as a correct answer.

The following provides the test results for these questions. A more detailed analysis of the test results is provided in Appendix B.

Test Results			
COMBINED RESULTS n = 816			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
A warrant for an electronic search must identify as specifically and reasonably possible which of the following? (Select all that apply)*	100%		
The place where the location is stored		386	88%
The information to be searched for		431	98%
The time period during which the information was created, accessed, or otherwise used		407	93%
A warrant to seize and search an electronic communications device (ie. cellphone) must identify, as specifically and reasonably possible, which of the following? (Select all that apply)*	70%		
The <i>information</i> to be searched for		372	99%
The time period when the information was created, accessed, or otherwise used, if available		366	97%
A list of all locations on a cell phone, where criminal evidence is usually stored, is sufficient		103	27%
True or False? Officers may ask questions unrelated to the purpose of a traffic stop while the driver is locating documentation?	97%		
True		24	3%
False		792	97%

*Note: The wording for this question was changed during In-Service as it was identified as confusing and unclear. Those that received the original question were given full credit regardless of their response.

Powerpoint Presentation Clickers Exercise

During the training session students actively participated by responding to the presenter's questions using clickers⁵. The students' responses unfortunately did not record properly this In-Service, so the findings are not included in this analysis.

Survey Results: Student Feedback

Six survey items pertaining to the 2020 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 185 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 (approximately 45 percent strongly agree, 39 percent agree) and were knowledgeable in the topic (approximately 51 percent strongly agree, 41 percent agree). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (31 percent strongly agree, 45 percent agree) and the class was a good use of their training time (29 percent strongly agree, 42 percent agree). Most of them also found the course content to be about right in complexity (74 percent) and found the pace to be good (73 percent). In the additional comments section of the survey, a few people provided comments pertaining to this class. The main theme indicated it would have been helpful to schedule this class along with less similar classes during the In-Service schedule. Other comments pertained to appreciation for the instructor, noting the redundancy between the classroom and online legal updates sessions; and suggesting the legal updates class could be moved to an online format, more instructor availability would be helpful (e.g. conducting the classes in-person rather than watching a video of the class, being available after classes for questions), and some recommendations for refining part of the instruction.

Legal Updates							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.5%	2.2%	3.8%	9.3%	39.0%	45.1%	3
The trainer(s) were knowledgeable in the topic.	0.5%	0.5%	0.5%	6.6%	41.2%	50.5%	3

⁵ 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.

Legal Updates (continued)							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
Overall, the interaction between the trainer and the class was positive.	2.7%	3.3%	4.9%	13.2%	44.5%	31.3%	3
The class was a good use of my training time.	2.2%	5.5%	5.5%	16.5%	41.8%	28.6%	3

Legal Updates						
n = 185						
	Too Simple	About Right		Too Complex	Missing	
	(1)	(2)	(3)	(4)	(5)	
For myself, the course content was:	3.8%	9.3%	74.3%	12.0%	0.5%	2

Legal Updates						
n = 185						
	Too Slow	Just Right		Too Rushed	Missing	
	(1)	(2)	(3)	(4)	(5)	
For myself, the pace of the class was:	7.7%	9.3%	72.7%	8.2%	2.2%	2

Related On-the-Job Outcomes

The on-the-job application of the main laws covered during this classroom pertain to searches, and search and seizure.

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 and unlawful traffic stop extensions 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. Most performed well on the related test questions provided at the end of the training day. Future legal update sessions may want to consider increasing the reliance of having a representative from the City Attorney's Office present for questions, reducing the duplication of material that has already been delivered to officers through the online Learning Management System trainings, and scheduling this class during less similar In-Service training sessions.

MOBILE FIELD FORCE

Overview

The Portland Police Bureau manages numerous crowd control events. Bureau members assist the staffing of these events by maintaining space for free speech among community members, addressing changes in traffic conditions, and ensuring community safety during mass events.

This class provided a review of crowd management and crowd control principles to Bureau members in order to prepare them for deployment as part of a Mobile Field Force. The course material included a high level review of general crowd theory, Mobile Field Force equipment, and Mobile Field Force formations and procedures.

The need for this training arose from an understanding that there are typically more local crowd control events during election years and the 2019 annual training needs assessment process.

Related Laws/Directives

- 1010.00 Use of Force
- 635.10 Crowd Management / Crowd Control
- 635.20 Community Member Observation of Police

Learning/Performance Objectives

- Module 1 – Crowd Theory Review
 - Explain the key concepts of crowd behavior and the Elaborated Social Identity Model.
 - Explain the key concepts of the Disorder Model.
- Module 2 – Police Role and Guidelines
 - Explain the differences between the escalated force model and the negotiated management models of crowd management/control.
 - Describe the overall objectives police have during a demonstration.
 - Explain officer's guidelines during a demonstration.
- Module 3 – Use of Force
 - Explain the difference in the use of force during crowd control.
 - Explain the differences in post-force actions during crowd control.
- Module 4 – Mobile Field Force
 - Describe the makeup of a mobile field force.
 - Describe what equipment is needed.
 - Explain how to muster.
 - Demonstrate the basic formations used by a Mobile Field Force.
 - Describe the use of a vehicle in a Mobile Field Force.

- Module 5– The Gas Mask
 - Demonstrate the correct donning and doffing of gas mask.
 - Demonstrate the correct storage and loading of the gas mask.
- Module 6– Mass Arrest
 - Explain the role of Field Arrest Teams (FATs) and expectations of members assigned to FATs.
 - Explain the process and information needed for field arrest.

In-Class Learning Assessment

End of Day Directive Test

The end of day knowledge test included three questions pertaining to this class. The questions pertained to the elements of the Negotiated Management model, reporting requirements related to witnessing an officer striking a person with a baton during a crowd control event, and equipment requirements for Mobile Field Force duty.

Results

Overall, people did extremely well on these test questions, with an accuracy rate of 94 to 100 percent.

The following provides the test results for the Mobile Field Force questions. A more detailed analysis of the test results is provided in Appendix B.

Test Results			
COMBINED RESULTS n = 816			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
What are the key elements of the Negotiated Management model, which is utilized by the Portland Police Bureau for crowd management/control? (Select all that apply)	94%		
A large number of arrests		6	1%
Building legitimacy with the public		802	98%
Emphasis on de-escalation		805	99%
Less reliance on force		784	96%

Test Results (continued)

COMBINED RESULTS n = 816			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
True or False? If you witness another officer strike someone in the crowd with a baton, you are required to submit an appropriate report with a candid and detailed account of the event prior to the end of your shift.	97%		
True		791	97%
False		25	3%
Which of the following equipment are you required to have if you are activated for Mobile Field Force duty? (Select all that apply)	100%		
Respirator (gas mask)		816	100%
Helmet with face shield		816	100%
PR-24 with PR-24 ring		816	100%
Elbow pads		0	0%

Survey Results: Student Feedback

Six survey items pertaining to the 2020 Mobile Field Force 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, whether the class increased their knowledge in crowd management, and their level of preparedness for assisting on a Mobile Field Force.

In total there were 218 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 (approximately 64 percent strongly agree, 33 percent agree) and were knowledgeable in the topic (approximately 66 percent strongly agree, 32 percent agree). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (approximately 61 percent strongly agree, 33 percent agree). The results were slightly more mixed in regards to whether or not this class was a good use of their training time, however, most of the respondents were in agreement (approximately 53 percent strongly agree, 34 percent agree). Those that rated the class lower in regards to being a good use of their training time reported slightly lower ratings for the class (although still overall positive), significantly lower ratings for the amount of learning they obtained from the class, and slightly lower ratings for preparedness to assist on a Mobile Field Force compared to the rest of the respondents. A couple people in this group indicated more information

would have been helpful and had suggested ways for enhancing the course, such as utilizing case/event studies, videos, providing information on the groups that frequently protest in the area, and more information about current events.

Other additional comments pertaining specifically to this class included compliments towards the class instruction, the curriculum, the realism of the scenarios, and/or noting the importance of the topic. In regards to other suggestions, one person noted more clarification of the PR-24 may be beneficial, another suggested more positive reinforcement during the debriefs could be helpful, and another noted the need to have more frequent Mobile Field Force training in order for officers to be proficient in these skills. In addition, numerous people provided complimentary comments towards this year's In-Service training in general. These comments pertained to the instruction, the scheduling, the diversity of training topics, and the innovative curriculum.

Mobile Field Force							
n = 218							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.0%	0.5%	0.0%	2.8%	32.6%	64.2%	3
The trainer(s) were knowledgeable in the topic.	0.0%	0.0%	0.5%	1.9%	31.6%	66.0%	3
Overall, the interaction between the trainer and the class was positive.	0.5%	0.0%	0.0%	5.2%	33.3%	61.0%	5
The class was a good use of my training time.	0.9%	1.9%	3.3%	7.4%	34.0%	52.6%	3

In regards to learning, most of the respondents (approximately 86 percent) reported at least a moderate increase in crowd management knowledge from the training. Of those that reported lower amounts of learning gained, their other survey results indicated that some may have already been knowledgeable in the topic area and others would have benefited from more and/or different information provided (some of these respondents were the same as those noted above in regards to whether the class was a good use of training time).

Mobile Field Force						
n = 218						
	Very Little		Moderate		A Lot	Missing
	(1)	(2)	(3)	(4)	(5)	
How much did this class increase your knowledge in crowd management?	7.5%	6.5%	23.4%	29.0%	33.6%	4

Nearly all of the respondents (99.5 percent) reported feeling prepared to assist on a Mobile Field Force.

Mobile Field Force						
n = 218						
	Not at all Prepared		Moderately Prepared		Very Prepared	Missing
	(1)	(2)	(3)	(4)	(5)	
How prepared do you feel you are to assist on a Mobile Field Force?	0.0%	0.5%	20.7%	34.7%	44.1%	5

Related On-the-Job Outcomes

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

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

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

Summary

The findings support this session was well conducted and received overall, and increased knowledge in crowd management for most of the attendees. The survey feedback included several recommendations for enhancing future related trainings, such as utilizing case/event studies, including videos, providing information on the groups that frequently protest in the area, and having additional clarifications regarding the use of the PR-24. Since this training the Portland Police Bureau has done extensive on-the-job training in managing crowd events.

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 2020 In-Service, the Patrol Procedures Program provided members training on emergency entry as well as scenario training⁶. An emergency entry is utilized to prevent or end an immediate threat of serious harm to people inside; or to render emergency medical aid to someone believed to be injured or in the process of being injured. The ability to plan and lead patrol level emergency entries is a current expectation of officers and is listed as a part of the Portland Police Bureau's Critical Incident Management Training. This class was conducted in two training blocks, a classroom session and a skill building session. The training covered the fundamentals of planning a patrol level emergency entry, when emergency entry should be considered, basic emergency entry tactics (e.g. breaching and room clearing), and other elements necessary to increase the likelihood of success.

The need for this training arose from Patrol Procedure lead instructor and training manager priorities and an OIR recommendation; and is reflected in the 2019 Training Needs Assessment report.

Related Laws/Directives

- 631.60 Premises entry
- ORS 133.033 Community Caretaking Functions
- 0720.00 SERT/CNT
- 1010.00 Use of Force
- 1010.10 – Deadly Force Reporting

Learning/Performance Objectives

- Articulate the legal authority to conduct an emergency entry into a structure.
- Describe the situations and necessary elements which should be considered in an emergency entry plan.
- Recognize how the emergency entry integrates into the rest of the overall plan.
- Articulate the situations in which an emergency entry should be executed and when it should not.

⁶ The Patrol Procedures scenario training is presented on page 58.

- Describe the basic tactics used during the entry.

In-Class Learning Assessments

End of Day Directive Test

The end of day knowledge test included two questions pertaining to this class. The questions pertained to governing laws/directives for emergency entry and the components of an emergency entry team.

Results

Overall, people did extremely well on these test questions, with an accuracy rate of 94 to 96 percent.

The following provides the test results for the Emergency Entry questions. A more detailed analysis of the test results is provided in Appendix B.

Test Results			
CLASSROOM AND TRAINING DIVISION RESULTS* n = 336			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
A Portland Police Bureau Officer's authority for an emergency entry is governed by which of the following laws and/or directives? (Select all that apply)	94%		
ORS 133.033 Peace Officer Community Caretaking Functions		336	100%
ORS 133.535 Permissible Objects of Search and Seizure		5	2%
ORS 133.663 Disputed Possession Rights		0	0%
PPB Directive 631.60 Emergency Entries		317	94%
An entry team consists of which of the following? (Select all that apply)	96%		
Team leader		335	100%
Rear security		11	3%
Breacher		335	100%
Clearing officers		333	99%

*Due to the COVID related disruption of 2020 In-Service training, not all sworn members received this class. This class will be repeated during the 2021 In-Service.

Skills Assessment: Emergency Entry Skill Builders

The training included many skill building exercises that included the practical application of the following techniques: pre-planning and emergency entry decision making, team assembly (including the number of members needed), breaching techniques and considerations, building entry and movement, and situational awareness. The instructors provided instruction and/or demonstration of the techniques prior to the skill builder exercises. Student performance was observed and corrected by the lead instructors as needed.

Results

Overall, the students performed well during the skill building exercises and gained proficiency throughout the training. There were no notable themes of areas where people struggled in the exercises. These were new techniques and the main purpose of these exercises and repetitions were to allow them to gain proficiency in the skills prior to applying them in the scenario training.

Survey Results: Student Feedback

Nine survey items pertaining to the 2020 In-Service Emergency Entry 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 emergency entry procedures, their level of understanding of the various roles that comprise an emergency entry team and when to utilize one, and their current level of preparedness for assisting on an emergency entry team.

In total there were 216 completed surveys. 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 (approximately 64 percent strongly agreed, 33 percent agreed) and were knowledgeable in the topic (66 percent strongly agreed, 32 percent agreed). Furthermore, most respondents felt that the interaction between the trainer and the class was positive (67 percent strongly agreed, 29 percent agreed). The vast majority of the students reported both the classroom and skill building training sessions to be a very good use of their training time (95 percent agreed or strongly agreed for the classroom portion and 94 percent agreed or strongly agreed for the skills portion). Of the three people that did not report the skills portion to be a good use of their training time, the results were a little mixed in their ratings overall for this class⁷. One person noted some instructor inconsistencies during the skills portion of the training, which utilizes more assistant instructors.

In the additional comments section of the survey, numerous people provided complimentary comments specifically to the Emergency Entry training or this year's In-Service training in general. In regards to this training specifically, several people noted appreciation for the quality instruction,

⁷ One person marked "Strongly Disagree" on all of the above items with this scale in the survey but indicated high amounts of learning gains. These results were potentially an error.

training content, and/or relevance to the officers' training needs. Some also noted appreciation for the building block approach to the training (classroom, skill builders, scenario) and the 2 hour training sessions.

Patrol Procedures: Emergency Entry							
n = 216							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.5%	0.0%	0.0%	2.8%	32.6%	64.2%	1
The trainer(s) were knowledgeable in the topic.	0.5%	0.5%	0.9%	0.5%	31.6%	66.0%	1
Overall, the interaction between the trainer and the class was positive.	0.5%	0.0%	1.9%	2.3%	28.8%	66.5%	1
The following Patrol Procedure training session was a good use of my training time: Emergency Entry Classroom.	0.5%	0.0%	0.0%	5.1%	29.8%	64.7%	1
The following Patrol Procedure training session was a good use of my training time: Emergency Entry Skill Builders.	0.5%	0.0%	1.0%	4.6%	32.5%	61.4%	19

In regards to learning, most of the respondents (approximately 97 percent) reported moderate or greater amounts of learning about emergency entry procedures from the class. In addition, most reported moderate or greater amounts of understanding of the various roles that comprise the emergency entry team (approximately 99.6 percent) as well as when to utilize emergency entry (99 percent). Of the few that reported lower amounts of learning, they rated the class well overall and reported a good amount of preparedness to assist on an emergency entry. They may have already been more knowledgeable in the topic area. In the additional comments section of the survey, others reported the need for more training to become proficient in this topic area.

Patrol Procedures: Emergency Entry						
n = 216						
	Very Little (1)	(2)	Moderate (3)	(4)	Lot (5)	Missing
How much did this class increase your knowledge in emergency entry procedures?	0.5%	2.3%	19.5%	31.2%	46.5%	1

Patrol Procedures: Emergency Entry							
n = 216							
	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 of the various roles that comprise the emergency entry team?	0.0%	0.5%	0.0%	12.6%	33.0%	54.0%	1
Do you have a clear understanding of when to utilize an emergency entry?	0.0%	0.9%	0.0%	10.2%	30.7%	58.1%	1

All of the respondents reported being at least moderately prepared to assist on an emergency entry team.

Patrol Procedures: Emergency Entry							
n = 216							
	Not at all Prepared		Yes, Moderately Prepared		Very Prepared		Missing
	(1)	(2)	(3)	(4)	(5)		
How prepared do you feel to assist on an emergency entry team?	0.0%	0.0%	9.3%	28.4%	62.3%		1

A few people provided suggestions for enhancing this training session and/or future training requests that could pertain to Patrol Procedures. The suggestions pertaining to future training included having more reaction drills that utilize a combination of the law enforcement skills, search and seizure, search warrants, and case studies.

Related On-the-Job Outcomes

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

usage is sometimes provided in the In-Service and Supervisor In-Service feedback surveys, through discussions with the Training Division staff, and during the collection of training needs from unit managers.

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

Summary

The findings support this class was very well conducted and greatly appreciated by members. Overall, the training significantly increased members' knowledge and skill levels for conducting an emergency entry. This training is planned to occur again for the 2021 In-Service as not all sworn members received this class due to COVID related disruptions in the In-Service training. Those that received the training performed very well and it is anticipated that after the 2021 In-Service this training need will be met for the next few years.

PATROL PROCEDURES SCENARIOS: BARRICADED PERSON IN CRISIS SCENARIO

Overview

In this scenario, officers were dispatched to a home where the caller has reported that their spouse is distraught and walking around the house with a firearm. The caller has locked themselves in their bedroom. This scenario involved a barricaded person in crisis and emphasized decision making, crisis intervention skills, de-escalation, teamwork, and the value of utilizing procedural justice principles. Officers had to establish a custody team, contact team, formulate an emergency entry plan, and work to attempt to resolve the situation peacefully.

This training stemmed from Patrol Procedures lead instructors, external stakeholder feedback, the Procedural Justice Program, and the 2019 training needs assessment report.

Related Laws/Directives

- 1010.00 Use of Force
- 850.20 Police Response to Mental Health Crisis
- 631.60 Premise entry
- ORS133.033 Community Caretaking Functions
- 0020.00 Mission, Values, and Goals
- 0021.00 Human Goals
- 0024.00 Community Policing Purpose
- 0310.00 Professional Conduct and Courtesy

Learning/Performance Objectives

- Utilize tactics based on fundamental patrol procedures principles when approaching the call location.
- Articulate your considerations regarding an emergency entry vs. setting up containment.
- Analyze the need to request additional resources, including setting up custody and communication teams.
- Recognize the need for and plan an emergency entry using the custody and communication team officers in accordance with critical incident management principles.
- Apply crisis communicating skills with both subject and victim.
- Demonstrate knowledge of PPB Policy 850.20 (Police Response to Mental Health Crisis) with respect to ROADMAP tactics.
- Demonstrate elements of procedurally just policing during their response:
 - Treat the suspect and victim with dignity and respect.
 - Give the suspect and victim “voice” during the encounter.
 - Being neutral and transparent in decision making.
 - Convey trustworthy motives by showing empathy and understanding.

In-Class Learning Assessment

The officers were scored based on their performance in this scenario in groups (typically the groups consisted of 18 to 24 officers). 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 13 groups of officers who were evaluated⁸, 11 of them did not have any considerations noted pertaining to this principle and their interactions with the suspect after the scenario (85 percent), and 2 of them only had minor considerations (15 percent). In regards to their interactions with the victim, 8 of them did not have any considerations noted pertaining to this principle (62 percent), 2 of them only had minor considerations (15 percent), and 3 of them had significant considerations (23 percent).

PROCEDURAL JUSTICE: VOICE				
Evaluator's Response	Suspect		Victim	
	Frequency	Percent	Frequency	Percent
Significant Considerations	0	0%	3	23%
Minor Considerations	2	15%	2	15%
No Considerations	11	85%	8	62%
Total	13		13	

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 groups that were evaluated, 7 of them did not have any considerations noted pertaining to this principle and their interactions with the suspect after the scenario (54 percent), 5 of them only had minor considerations (39 percent), and 1 of them had significant considerations (8 percent). In regards to their interactions with the victim, 8 of them did not have any considerations noted pertaining to this principle (62 percent), and 5 of them only had minor considerations (39 percent).

⁸ 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. The performance of Training Division members are not included in these evaluation results, as they are already familiar with the expectations of the scenario. In addition, many members did not receive the 2020 scenario training due to COVID restrictions.

PROCEDURAL JUSTICE: NEUTRALITY				
Evaluator's Response	Suspect		Victim	
	Frequency	Percent	Frequency	Percent
Significant Considerations	1	8%	0	0%
Minor Considerations	5	39%	5	39%
No Considerations	7	54%	8	62%
Total	13		13	

The third principle, respect, pertained to the officer's ability to demonstrate respect throughout the interaction (both in communications and response). Of the 13 groups who were evaluated, 11 of them did not have any considerations noted pertaining to this principle and their interactions with the suspect after the scenario (85 percent), and 2 of them only had minor considerations (15 percent). In regards to their interactions with the victim, 10 of them did not have any considerations noted pertaining to this principle (77 percent), 1 of them only had minor considerations (8 percent), and 2 of them had significant considerations (15 percent).

PROCEDURAL JUSTICE: RESPECT				
Evaluator's Response	Suspect		Victim	
	Frequency	Percent	Frequency	Percent
Significant Considerations	0	0%	2	15%
Minor Considerations	2	15%	1	8%
No Considerations	11	85%	10	77%
Total	13		13	

The fourth principle, trustworthiness, pertained to the officer's ability to maintain a professional and empathic demeanor, as well as following through. Of the 13 groups who were evaluated, 7 of them did not have any considerations noted pertaining to this principle and their interactions with the suspect after the scenario (54 percent), 4 of them only had minor considerations (31 percent), and 2 of them had significant considerations (15 percent). In regards to their interactions with the victim, 7 of them did not have any considerations noted pertaining to this principle (54 percent), 3 of them only had minor considerations (23 percent), and 3 of them had significant considerations (23 percent).

PROCEDURAL JUSTICE: TRUSTWORTHINESS

Evaluator's Response	Suspect		Victim	
	Frequency	Percent	Frequency	Percent
Significant Considerations	2	15%	3	23%
Minor Considerations	4	31%	3	23%
No Considerations	7	54%	7	54%
Total	13		13	

Scenario Scoring Summary

Overall, the officers performed well in the scenarios. In regards to the application of procedural justice skills, areas for improvement were noted. Of the thirteen groups of officers who were evaluated⁹, two of the groups completed the scenario without any considerations noted, in six of them evaluators noted minor concerns, and in five of them evaluators had noted area(s) where performance could be improved significantly.

In general, the officers implemented more procedural justice skills with the suspect compared to the victim. Overall, the ratings for interaction with the victim were lower compared to those with the suspect, with the exception of neutrality. The evaluators noted a lack of focus on ensuring the victim's wellbeing and/or any communication beyond getting information they needed in several of the scenarios. However, some of the groups performed extremely well in this area.

Survey Results: Student Feedback

Five survey items pertaining to this 2020 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 185 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 (63 percent strongly agree, 34 percent agree), and the trainer(s) were knowledgeable in the topic (68 percent strongly agree, 30 percent agree). In the open-ended survey item to gather additional comments, numerous people provided comments in appreciation for this

⁹ 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. The performance of Training Division members are not included in these evaluation results, as they are already familiar with the expectations of the scenario. In addition, many members did not receive the 2020 scenario training due to COVID restrictions.

year's In-Service curriculum and schedule. A couple people expressed appreciation for the scenarios specifically, one noting that they were well designed.

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 also very positive. Most people agreed that the debriefing aided their learning (59 percent strongly agree, 35 percent agree) and the scenario was a good use of their training time (60 percent strongly agree, 36 percent agree). Of the few that rated this scenario as not a good use of their training time or the debrief as not aiding their learning, there were not many indications in their survey responses as to what would have made it a more valuable learning experience.

Patrol Procedures - Scenario Training							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.0%	1.1%	0.0%	1.6%	34.1%	63.2%	3
The trainer(s) were knowledgeable in the topic.	0.6%	0.0%	0.0%	1.1%	30.4%	68.0%	4

Patrol Procedures - Barricaded Person in Crisis Scenario							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The person in crisis armed and barricaded scenario was a good use of my training time.	0.5%	0.0%	0.5%	2.2%	36.3%	60.4%	3
The debriefing after the scenario aided my learning.	1.1%	0.5%	0.5%	4.4%	34.6%	58.8%	3

In terms of the scenario meeting their learning needs, most indicated the scenario complexity was about right (86 percent) and only about 4 percent indicated more complexity may have better met their training needs. Of those that rated the scenario as too simple, all but one of them rated the training session highly. They may have already been knowledgeable in those call types.

Patrol Procedures - Barricaded Person in Crisis Scenario						
n = 185						
	Too Simple		About Right		Too Complex	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the person in crisis armed and barricaded scenario was:	1.1%	3.3%	85.7%	8.2%	1.6%	3

Related On-the-Job Outcomes

The Training Division has been 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 survey and scenario evaluation findings indicate that most students experienced learning gains from the scenario.

This scenario was more challenging than the 2019 scenario and yielded some interesting results regarding the use of procedural justice principles for future training considerations. As a result of this evaluation, the 2021 In-Service scenario training plan is more focused on how officers utilize procedural justice with victims in crisis encounters.

PATROL PROCEDURES SCENARIOS: DEATH BY SUICIDE SCENARIO

Overview

In this scenario, officers were dispatched to a domestic violence related shooting in progress at an apartment. The victim was on the phone with dispatch and relaying information that the assaulter was angry and suicidal, shot them, and then shot themselves. Both the suspect and victim were injured from the gunshot wounds. This scenario provided an opportunity to practice emergency entry skills and emphasized decision making, tactical proficiency, and medical response (Tactical Emergency Casualty Care).

This training stemmed from Patrol Procedures lead instructor and Training Division management priorities, and the 2019 training needs assessment report.

Related Laws/Directives

- 1010.00 Use of Force
- 850.20 Police Response to Mental Health Crisis
- 631.60 Premise entry
- ORS133.033 Community Caretaking Functions
- 650.20 Emergency Medical Aid
- 0020.00 Mission, Values, and Goals
- 0021.00 Human Goals
- 0310.00 Professional Conduct and Courtesy

Learning/Performance Objectives

- Respond tactically to the location and consider a crisis entry vs setting up containment.
- Consider requesting additional resources including setting up custody and communication teams.
- Recognize the need for and appropriately plan an emergency entry using the custody and communication team officers.
- Recognize the need to initiate the emergency entry plan to save the victim and possibly the suspect.
- Demonstrate appropriate force decision making if applicable.
- Demonstrate elements of procedurally just policing during the response:
 - Treat with dignity and respect.
 - Give the person “voice” during the encounter.
 - Being neutral and transparent in decision making.
 - Convey trustworthy motives.

In-Class Learning Assessment

Overall the students performed well in this scenario and utilized good tactics. Approximately 15 to 20 percent of them had difficulties with some aspects of the scenario. The main areas of struggle were not utilizing cover or not utilizing it as taught during the 2019 In-Service. It was estimated that everyone demonstrated the aptitude for proficiency in these skills and would be successful if additional training time and practice opportunities were provided to overcome stress.

Survey Results: Student Feedback

Five survey items pertaining to this 2020 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 185 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 (63 percent strongly agree, 34 percent agree), and the trainer(s) were knowledgeable in the topic (68 percent strongly agree, 30 percent agree). In the open-ended survey item to gather additional comments, numerous people provided comments in appreciation for this year's In-Service curriculum and schedule. A couple people expressed appreciation for the scenarios specifically, one noting that they were well designed.

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 also very positive. Most people agreed that the debriefing aided their learning (52 percent strongly agree, 43 percent agree) and the scenario was a good use of their training time (58 percent strongly agree, 39 percent agree). Of the few that rated this scenario as not a good use of their training time or the debrief as not aiding their learning, there was not many indications in their survey responses as to what would have made it a more valuable learning experience.

Patrol Procedures - Scenario Training							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.0%	1.1%	0.0%	1.6%	34.1%	63.2%	3
The trainer(s) were knowledgeable in the topic.	0.6%	0.0%	0.0%	1.1%	30.4%	68.0%	4

Patrol Procedures - Death by Suicide Scenario							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The attempted murder and death by suicide scenario was a good use of my training time.	0.5%	0.0%	0.5%	2.7%	38.5%	57.7%	3
The debriefing after the scenario aided my learning.	0.6%	1.1%	0.6%	3.3%	42.8%	51.7%	5

In terms of the scenario meeting their learning needs, most indicated the scenario complexity was about right (89 percent). About 5 percent indicated more complexity may have better met their training needs and approximately 7 percent indicated the scenario may have been too complex. Of those that rated the scenario as too simple, all but one of them rated the training session highly.

Patrol Procedures - Death by Suicide Scenario					
n = 185					
	Too Simple	About Right	Too Complex	Missing	
	(1)	(2)	(3)	(4)	(5)
For myself, the attempted murder and death by suicide scenario was:	1.1%	3.8%	88.5%	6.0%	0.5%
					3

Related On-the-Job Outcomes

The on-the-job documentation of these encounters will vary depending on what actions occur, such as whether the incident involved force. A General Offense Report and Mental Health Template would be completed for these encounters, by the primary officer. The corresponding sergeant reviews these documents for completeness of the reports, as well as reviewing the officer's actions related to decision making, policy, thoroughness of response, and documenting of crimes. The Behavioral Health Unit and Strategic Services Division analyzes the Mental Health Template data and this information is utilized as a part of the Enhanced Crisis Intervention Team training evaluation, which rolls into the training needs assessment process. Currently, findings from the General Offense Report reviews is not formally captured by the Training Division. However, supervisory feedback regarding on-the-job usage is sometimes provided in the In-Service and Supervisor In-Service feedback surveys, through discussions with the Training Division staff, and during the collection of training needs from unit managers.

All use of force results in a Force Data Collection Report and After Action Report. The After Actions are reviewed through supervisory, Inspector, and the Training Division's evaluation processes. This

includes an examination for alignment with policy, decision making, and tactical application. This information is reviewed and incorporated into the needs assessment process.

Summary

The findings support this scenario was very well conducted and the instructors were viewed as organized and knowledgeable. It appears that most people obtained valuable learning gains from the scenario. The findings support further integrating use of cover, including the team tactics provided during the 2019 In-Service, into future scenario training may be beneficial.

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.

The ability for officers to bring suspect vehicles to a stop and take away the most dangerous element in a pursuit, the vehicle, is paramount. For the 2020 In-Service, the Police Vehicle Operations session focused on refreshing officers on pursuit management, high risk vehicle stops, and the use of stop sticks. This training included how to initiate, pursue, and conclude a pursuit; as well as how to store, deploy and utilize stop sticks. It included a framework for deciding when to pursue and provided clarifications regarding the new pursuit directive. In addition, it built upon the 2019 High Risk Vehicle Stop In-Service training.

This training plan stemmed from the Training Division's previous research into new high risk stop procedures¹⁰, updates in the Pursuit Directive, perishability of skills for deploying stop sticks, training program managers' and lead instructors' priorities, and the 2019 training needs assessment.

Related Laws/Directives

- 630.60 Vehicle Disposition
- 1010.00 Use of Force
- PPB Policy 630.05 – Vehicle Interventions and Pursuits

Learning/Performance Objectives

- Describe stop strips as Teflon coated quills with tips designed to cause tire deflation in 20-30 seconds, Polymer core / Glass filament frame / Polypropylene housing with polymer end caps / reusable nylon sleeve, and a cord reel with 80 feet polyester cord.
- Recall the storage of stop strips for patrol cars and patrol FIU's.
- Demonstrate a safe and effective deployment and removal of stop strips.
- Articulate the appropriate reporting for stop sticks.

¹⁰ 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.

- Articulate the appropriate authorization for the use of stop sticks.
- Define the responsibilities of all vehicles involved in the pursuit.
- Identify the balancing circumstances to ensure a pursuit is staying within policy.
- Utilize policy to stay aligned with acceptability of pursuits.
- Incorporate and discuss the use of intervention methods.

In-Class Learning Assessment

Skills Assessment: High Risk Vehicle Stops Application

During this In-Service, the Police Vehicle Operations program provided skill building scenarios for practicing the application of High Risk Vehicle Stop procedures in collaboration with the Conducted Electrical Weapon program. 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), CEW deployment, 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. Student performance was observed and corrected by the lead instructors as needed.

Results

Overall the students performed the PVO portion of the scenario exercises very well. The instructors provided additional coaching to individuals as needed, however, there were no main themes pertaining to where people had difficulty with these exercises in regards to the PVO skills.

Skills Assessment: Spike Strip Deployment

Each student performed two stop sticks exercises, one static and another dynamic, both with a live simulation. These exercises included the use of radio communication and deployment procedures.

Results

Most of the students were able to successfully conduct these exercises. However, by instructor estimation approximately 1/3 of the students struggled with achieving an effective outcome and some (less than 20) had more extensive difficulties with performing this task.

Survey Results: Student Feedback

Seven survey items pertaining to the 2020 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 Pursuit Management procedures, and their current confidence level in deploying spike/stop sticks and applying the Pursuit Directive on the job.

In total there were 219 completed surveys. Overall, the results indicate that this training was very well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (74 percent strongly agree, 24 percent agree) and were knowledgeable in the topic (75 percent strongly agree, 23 percent agree). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (79 percent strongly agree, 21 percent agree), and they seemed to indicate high levels of agreement regarding whether or not this class was a good use of their training time (69 percent strongly agree, 27 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 high quality of instruction and relevance of the training material. A few people provided suggestions for further enhancing the training itself and/or on-the-job application (e.g. some minor changes to the High Risk Stop scenario and challenges with the current Pursuit Directive).

Police Vehicle Operations							
n = 219							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.0%	0.0%	0.0%	2.3%	23.9%	73.9%	1
The trainer(s) were knowledgeable in the topic.	0.0%	0.0%	0.0%	1.4%	23.4%	75.2%	1
Overall, the interaction between the trainer and the class was positive.	0.0%	0.0%	0.0%	0.5%	20.5%	79.0%	0
The class was a good use of my training time.	0.0%	0.9%	0.0%	3.7%	26.5%	68.9%	0

Nearly all of the respondents (approximately 97 percent) reported moderate or greater increases in their understanding of current Pursuit Management procedures from the training. Of the few that reported lower than moderate amounts of learning gained, there were not many indications in the survey responses as to why. Overall, their ratings of the class instruction and their confidence were high so they may have already been knowledgeable in the topics.

Police Vehicle Operations							
n = 219							
	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 Pursuit Management procedures?	0.0%	2.3%	0.9%	18.7%	35.2%	42.9%	0

Approximately 98 percent of the respondents reported moderate or greater levels of confidence in applying the current Pursuit Directive on the job and approximately 99 percent reported moderate or greater levels of confidence in deploying spike/stop sticks on the job. In the additional comments section of the survey, a few people provided comments regarding challenges with the restrictiveness of the Pursuit Directive during practical application. This may relate to the slightly lower levels of confidence represented in applying the Pursuit Directive.

Police Vehicle Operations							
n = 219							
	Not at all Confident		Moderately Confident		Very Confident		Missing
	(1)	(2)	(3)	(4)	(5)		
How confident are you in your ability to apply the Pursuit Directive 630.05 on the job?	0.5%	1.8%	11.0%	33.5%	53.2%		1
How confident are you in your ability to deploy the Spike Strips on the job?	0.0%	0.9%	10.5%	24.7%	63.9%		0

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, pursuit training involving the use of Air Support and K-9, and a review of radio communications during a pursuit. They also recommended training include shooting from a vehicle and through glass, which may relate directly or indirectly to Police Vehicle Operations training planning.

Related On-the-Job Outcomes

All High Risk Vehicle Stops involving force and vehicle pursuits 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 alignment with policy, decision making, and tactical application. In addition, several data points are extracted from the pursuit reviews and compiled in the Pursuit Review Committee's annual pursuit report. Findings from these reviews and the annual pursuit report 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.

The deployment of spike/stop sticks will often be used in conjunction with a vehicle pursuit, in which case the on-the-job application will be reviewed during the above reporting practices. In addition, officers fill out a Stop Sticks form in the MRE, when they are deployed. This information is not currently formally captured in the needs assessment process. However, the Training Division is considering a review of this data in the future.

Summary

The findings support this class was very well conducted and increased learning in Pursuit Management procedures and spike/stop sticks deployment. 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 training in spike/stop sticks deployment. This finding is somewhat expected. The deployment of spike/stop sticks is difficult and poses great safety risks to officers. It is estimated that officers should receive refresher training in these skills every three years. Due to training time limitations, the Training Division has been delayed in being able to offer officers refresher training in this important skill.

Some additional considerations for future PVO training include: more driving time in general, pursuit training involving the use of Air Support and K-9, and a review of radio communications during a pursuit.

Overview

It is the City's policy to prohibit workplace harassment, discrimination, racism and retaliation based on protected status. Protected status includes race, color, ethnicity, religion, nonreligion, gender, marital status, familial status, national origin, age, mental or physical disability (as defined by the Americans with Disabilities Act and state law), sexual orientation, gender identity, source of income, protected veterans' status or other protected status under applicable law.¹¹

The City requires all employees to attend an initial training on HR Administrative Rule 2.02, Workplace Harassment, Discrimination, and Retaliation Prohibited when hired as well as refresher training every two years.

Related Laws/Directives

- BHR 2.02 Prohibition Against Workplace Harassment, Discrimination, Racism, and Retaliation
- ORS 659A Unlawful Discrimination in Employment, Public Accommodations and Real Property Transactions; Administrative and Civil Enforcement

Learning/Performance Objectives

- Recognize the categories of prohibited behavior.
- Review the intent of the rule.
- Identify who is covered by the rule.
- Identify appropriate and inappropriate workplace behavior.
- Review what is expected of employees.
- Review how to respond and report.

In-Class Learning Assessment

No formal learning assessments were conducted for this training session.

Survey Results: Student Feedback

Four survey items pertaining to the 2020 Bureau of Human Resources 2.02 training were included in the survey. The items focused on gaining feedback on the instruction and whether the training was a good use of time.

In total there were 185 completed surveys. Overall, the results were a bit mixed but indicate that this training was well conducted overall. There was a good amount of agreement among the respondents

¹¹ Copied from the BHR 2.02 Directive.

that the trainer(s) were organized and well prepared (approximately 38 percent strongly agree, 54 percent agree) and were knowledgeable in the topic (46 percent strongly agree, 46 percent agree). Most of the respondents felt that the interaction between the trainer and the class was positive (35 percent strongly agree, 51 percent agree). The results were more mixed in regards to whether the class was a good use of their training time. Approximately 47 percent agreed or strongly agreed it was a good use of training time, while about 28 percent expressed some level of disagreement.

In the comments section of the survey, a couple people commented on the instruction for this class being done well. A few people commented on either scheduling this class along with less similar classes during In-Service or providing it as an online class.

BHR 2.02							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.0%	0.0%	1.1%	7.7%	53.6%	37.7%	2
The trainer(s) were knowledgeable in the topic.	0.0%	0.0%	2.2%	6.0%	45.9%	45.9%	2
Overall, the interaction between the trainer and the class was positive.	0.0%	0.0%	2.2%	11.5%	51.4%	35.0%	2
The class was a good use of my training time.	4.9%	12.0%	10.9%	25.1%	27.9%	19.1%	2

Related On-the-Job Outcomes

The Training Division collects related information through 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 Division management). In addition, feedback pertaining to future training needs is collected from unit manager through the needs assessment process.

Summary

The findings support this class was well conducted and received overall. The findings suggest that future training sessions may want to consider scheduling this class amongst classes less similar during In-Service or creating online curriculum for this class.

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 delivered four wellness-oriented classes during the 2020 In-Service. The focus of these classes were cardiovascular health, nutrition, stress and resilience, and meditation practices. The classes were facilitated by professionals within each of the associated fields. The classes included some foundational knowledge on each of the core areas, information pertaining to its specific applicability to law enforcement, and possible solutions for personalized implementation.

The need for this training stemmed from the Wellness Program and Training Division management priorities, the Wellness Program evaluation process, the 2019 In-Service survey feedback, and the 2019 training needs assessment.

Related Laws/Directives

- 0240.00 Employee Assistance Program

Learning/Performance Objectives

- Recognize the importance of maintaining cardiovascular health.
- Recognize possible ways people negatively and positively affect their heart health.
- Review possible ways to build better cardiovascular health.
- Recognize ways to implement heart health solutions into their daily life.
- Recognize possible impacts of eating an unhealthy diet.
- Recognize possible impacts of eating a healthy diet.
- Review possible ways to build better eating habits.
- Recognize ways to incorporate healthy eating into their daily life.
- Recognize impacts of normal stress and chronic stress.
- Recognizing the effects of trauma on those who serve in Law Enforcement.
- Review ways to mitigate stress and heal.
- Identify ways to build resilience and stay healthy during a long career.
- Recognize possible benefits of Meditation.
- Complete one 10 minute Meditation.

- Review possible ways to implement Meditation into members' lives.
- Recognize how Meditation could help make members more effective.

In-Class Learning Assessment

No formal learning assessments were conducted for these training sessions.

Survey Results: Student Feedback

Five to eight survey items pertaining to each of the 2020 Wellness training sessions were included in the student feedback surveys. The items pertained to instruction quality, curriculum design, their overall satisfaction with the training, and whether the training increased their knowledge in the topic areas.

There were 185 to 236 completed surveys (depending on the class). Overall, the results indicated that these trainings were very well conducted. There was a good level of agreement among the respondents that the trainer(s) were organized and well prepared (92 to 99 percent agreed or strongly agreed) and were knowledgeable in the topic (93 to 99 percent agreed or strongly agreed). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (90 to 97 percent agreed or strongly agreed). Although slightly more mixed for some of the classes, most responded that the trainers presented the material at a level that was engaging for them (88 to 94 percent agreed or strongly agreed). Overall the respondents agreed that there was enough time for questions and discussion (89 to 94 percent agreed or strongly agreed), however, the results for the Stress and Resilience and Nutrition classes indicated that additional time may have been beneficial.

Most of the respondents indicated these training sessions were a good use of their training time (73 to 92 percent agreed or strongly agreed). These results were particularly strong for the Stress and Resilience and Mindfulness classes.

For all of the classes most people reported moderate or greater amounts of learning pertaining to the main objectives of the class. The amount of reported learning gains were highest for the Stress and Resilience and Mindfulness classes.

Heart Health Specific Findings

Overall, the Heart Health class appears to have been well received and valuable for the In-Service attendees. The majority of respondents reported it to be a good use of their training time and of high quality instruction. Approximately 82 percent of the respondents reported moderate or higher increases in knowledge in cardiac health from the Heart Health class. Of those that reported lower amounts of learning gained, most of them rated the class and instruction overall well. Their results indicate some of them may have already been knowledgeable in the topic area and/or in less need of this particular class.

There were only a couple suggestions provided pertaining to considerations for further enhancing this training session. One suggested less promoting of the HQPT app. would be helpful. The other indicated less use of technical language in the presentation may help increase comprehension of the material.

Wellness - Heart Health							
n = 236							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	2.1%	0.4%	0.9%	4.7%	46.0%	46.0%	1
The trainer(s) were knowledgeable in the topic.	2.6%	0.0%	0.4%	3.0%	45.9%	48.1%	5
Overall, the interaction between the trainer and the class was positive.	3.0%	0.0%	0.4%	6.9%	50.4%	39.2%	4
The class was a good use of my training time.	3.0%	2.2%	4.8%	17.0%	41.3%	31.7%	6

Wellness - Heart Health						
n = 236						
	Very Little		Moderate		A Lot	Missing
	(1)	(2)	(3)	(4)	(5)	
How much did this class increase your knowledge in cardiac health?	10.7%	7.3%	43.6%	23.1%	15.4%	2

Nutrition Specific Findings

Overall, the Nutrition class appears to have been well received and impactful for members. The majority of respondents reported it to be a good use of their training time and of high quality instruction. For learning pertaining to the nutrition class, about 85 percent noted a moderate or greater increase in nutrition knowledge and 82 percent reported a moderate or greater increase in knowledge of the connection between nutrition and wellbeing. Of those that reported lower amounts of learning gained, their overall survey results indicate they may have already been more knowledgeable in this particular topic area.

There were a few suggestions provided pertaining to considerations for further enhancing this training session. These included increasing the application of material to law enforcement (e.g. dealing with

shift work challenges, access to healthy food, caffeine intake, and lunch preparation advice) and presenting on various diet methods for different individuals. Both the comments and other survey findings indicate more time for questions and discussion may be beneficial. One person specifically suggested engaging the class in more of a discussion related to their challenges and goals around nutrition may be beneficial.

Wellness – Nutrition							
n = 221							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.9%	0.9%	0.0%	1.8%	33.9%	62.4%	0
The trainer(s) were knowledgeable in the topic.	1.4%	0.5%	0.0%	0.5%	27.1%	70.6%	0
Overall, the interaction between the trainer and the class was positive.	0.9%	0.0%	0.5%	2.7%	32.7%	63.2%	1
The trainer(s) presented the material at a level that was engaging for me.	1.8%	1.4%	0.9%	6.8%	33.0%	56.1%	0
Enough time was allotted for questions and discussion.	1.4%	0.5%	2.3%	5.0%	37.1%	53.8%	0
The class was a good use of my training time.	2.3%	2.7%	0.9%	12.7%	33.9%	47.5%	0

Wellness - Nutrition						
n = 221						
	Very Little	Moderate		A Lot		Missing
	(1)	(2)	(3)	(4)	(5)	
How much did this class increase your knowledge in nutrition?	6.3%	9.0%	40.3%	23.5%	20.8%	0
How much did this class increase your knowledge in the connection between nutrition and wellbeing?	10.0%	8.6%	38.9%	20.4%	22.2%	0

Stress and Resilience Specific Findings

Overall, the 2020 In-Service Stress and Resilience class appears to have been extremely well received and impactful for members. The vast majority of respondents reported it to be a good use of their training time. Approximately, 94 percent of the respondents indicated that the Stress and Resilience class increased their knowledge in stress management and strategies for maintaining and/or increasing resilience at moderate to higher levels. Overall, they rated the instruction and delivery of the material extremely high.

The topic of stressors for law enforcement appeared to resonate well with members. Some commented on this in the additional comment section of the survey, including a couple suggestions for making this training available to spouses of Portland Police Bureau members. Some members indicated an interest in more information on the topic, such as the need for the training to be longer or include more information pertaining to strategies for mitigating the stress.

Wellness - Stress and Resilience							
n = 218							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.5%	0.0%	0.0%	0.5%	25.5%	73.6%	10
The trainer(s) were knowledgeable in the topic.	0.5%	0.0%	0.0%	0.5%	19.7%	79.3%	10
Overall, the interaction between the trainer and the class was positive.	0.5%	0.0%	0.5%	2.4%	22.6%	74.0%	10
The trainer(s) presented the material at a level that was engaging for me.	0.5%	0.0%	0.0%	5.8%	26.9%	66.8%	10
Enough time was allotted for questions and discussion.	1.0%	1.0%	5.3%	3.9%	28.5%	60.4%	11
The class was a good use of my training time.	0.5%	0.5%	0.0%	7.3%	34.0%	57.8%	12

Wellness - Stress and Resilience						
n = 218						
	Very Little		Moderate		A Lot	Missing
	(1)	(2)	(3)	(4)	(5)	
How much did this class increase your knowledge in stress management?	1.4%	4.3%	31.7%	30.8%	31.7%	10
How much did this class increase your knowledge in strategies for maintaining and/or increasing resilience?	2.4%	3.4%	32.2%	34.6%	27.4%	10

Mindfulness Specific Findings

Overall, the Mindfulness class appears to have been very well received and impactful for the In-Service attendees. The vast majority of respondents reported it to be a good use of their training time and of high quality instruction. Approximately 90 percent reported the class increased their knowledge in meditation practices at moderate to higher levels. In addition, about 79 percent of the respondents reported moderate or higher increases in interest in meditation from the class. In addition, one person included a comment in the survey regarding their hopes to integrate these skills into their regular routine.

There were a small percentage of people who rated the session lower on being a good use of training time. Among this group, some of them rated the class overall very well. Some of these people may already be knowledgeable in the topic area. There were no suggestions provided pertaining to improving this training session or any other indications in the survey that were suggestive of potential ways to further enhance the training.

Wellness - Mindfulness							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.0%	0.0%	1.7%	3.9%	37.4%	57.0%	6
The trainer(s) were knowledgeable in the topic.	0.0%	0.0%	1.1%	5.6%	37.4%	55.9%	6
Overall, the interaction between the trainer and the class was positive.	0.0%	0.0%	0.0%	4.5%	38.8%	56.7%	7

Wellness – Mindfulness (continued)							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) presented the material at a level that was engaging for me.	0.0%	2.2%	2.2%	7.3%	39.1%	49.2%	6
Enough time was allotted for questions and discussion.	0.0%	0.0%	0.6%	5.0%	43.0%	51.4%	6
The class was a good use of my training time.	1.1%	1.7%	2.8%	14.6%	33.7%	46.1%	7

Wellness - Mindfulness						
n = 185						
	Very Little	Moderate			A Lot	Missing
	(1)	(2)	(3)	(4)	(5)	
How much did this class increase your knowledge in meditation practices?	3.9%	6.1%	30.7%	25.7%	33.5%	6

Wellness - Mindfulness						
n = 185						
	Very Little	Moderate			A Lot	Not Applicable* Missing
	(1)	(2)	(3)	(4)	(5)	
How much did this class increase your interest in meditation?	8.4%	8.4%	33.5%	17.3%	27.9%	4.5% 6

As well as finding these training session valuable, the survey results suggest that the addition of the Wellness Program and classes are overall very positively impacting to members. Some findings in this survey, indicate that addressing organizational level health factors would also be beneficial for improving the health of Portland Police Bureau members (for example, integrating an employee health focus into policy, supervision, workload and staffing planning processes, etc.).

Related On-the-Job Outcomes

The Training Division has been 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 findings pertaining to future training needs are included in the annual training needs assessment process.

Summary

The findings support these classes were very well conducted and received overall. The findings from this evaluation process, in combination with the Wellness Program evaluation process, suggest additional training opportunities pertaining to stress and resilience and meditation in the near future would be beneficial.

Based on the feedback from the Wellness In-Service sessions, in general future wellness presentations may want to ensure their presentations reduce the amount of technical terminology, have enough time for questions and discussion, and include information pertaining to strategies for mitigating stress and improving health.

YOUTH EDUCATING POLICE (YEP): COMMUNITY COMMUNICATION AT A SCHOOL SCENARIO

Overview

In this scenario, Officers were dispatched to a high school for a fight that broke out. There were no School Resource Officers available and the members arrived just as school is getting out. The members met with the administration and are provided only limited information about the victim. They then met with the victim and a friend to obtain more information about the fight.

This scenario provided an opportunity to practice the principles provided in the previous Youth Educating Police training. The scenario emphasized decision making, youth brain development, and interpersonal skills.

This training stemmed from the Bureau's work with members of the Training Advisory Council and Portland Committee on Community-Engaged Policing.

Related Laws/Directives

- 0020.00 Mission, Values, and Goals
- 0021.00 Human Goals
- 0310.00 Professional Conduct and Courtesy

Learning/Performance Objectives

- Apply the information presented in the YEP LMS video to a scenario.
- Understand youth actions may be different than adults due to youth brain development.
- Recognize the effects of trauma in young people during crisis situations.
- Demonstrate elements of procedurally just policing during their response:
 - Treat the youth with dignity and respect.
 - Give the youth "voice" during the encounter.
 - Convey trustworthy motives.
 - Explain the reason for the encounter clearly in a non-confrontational manner.
 - Pull youth aside and/or separate them from their peers when appropriate.

In-Class Learning Assessment

The scenarios and debriefs were reviewed by training staff. Learning by the members was highly variable based on factors such as: the role-players used (several different role players were used with some presenting more challenges), and the experiences of the officers (some officers found the scenario very easy to navigate, especially if they worked with youth, while others found it more challenging). All groups were able to navigate the encounter, however, about 20 percent could have elicited more information.

Survey Results: Student Feedback

Three survey items pertaining to this 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, whether the level of scenario complexity matched their training needs, and whether the debriefings after the scenario aided their learning.

In total there were 185 completed surveys. The results were mostly positive but fairly mixed. One of the main factors impacting the ratings appeared to be that the scenario was not challenging enough for many officers. Approximately 45 percent of the respondents agreed or strongly agreed that this scenario was a good use of their training time, and about 28 percent disagreed or strongly disagreed. Approximately 45 percent of the respondents agreed or strongly agreed that the debriefing aided their learning, while about 24 percent disagreed or strongly disagreed. In terms of the scenario meeting their learning needs, about 59 percent indicated the scenario complexity was about right, about 36 percent indicated more complexity may have better met their training needs, and approximately 5 percent indicated the scenario may have been too complex.

Of those that rated this scenario as not a good use of their training time, approximately 72 percent indicated the scenario was not complex enough. In the open-ended survey item to gather additional comments, several people provided comments regarding this scenario. The main themes pertained to the scenario not being challenging enough for patrol officers and needing more clear objectives. One person noted they went through the scenario with a School Resource Officer, which made the experience valuable. It was also noted that the external instructors for this scenario did not always show up to the training.

Community Communication Scenario							
n = 185							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The Community Communication Scenario was a good use of my training time.	14.1%	13.5%	7.1%	20.6%	27.6%	17.1%	15
The debriefing after the scenario aided my learning.	10.0%	13.5%	9.4%	21.8%	25.9%	19.4%	15

Community Communication Scenario						
n = 185						
	Too Simple		About Right		Too Complex	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the Community Communication Scenario was:	23.2%	12.5%	58.9%	4.2%	1.2%	17

Related On-the-Job Outcomes

The on-the-job documentation of these encounters would include a General Offense Report by the primary officer. The corresponding sergeant reviews these documents for completeness of the reports, as well as reviewing the officer's actions related to decision making, policy, thoroughness of response, and documenting of crimes. Currently, findings from the General Offense Report reviews is not formally captured by the Training Division. However, supervisory feedback regarding on-the-job usage is sometimes provided in the In-Service feedback surveys and discussions with the lead instructors and command staff.

Summary

The findings for this scenario were mixed but mostly positive. The results suggest further refining the objectives and curriculum may have been beneficial, as well as increasing the complexity of the scenario and improving the logistics.

The main logistical challenge for the scenario was some of the trainings had to be cancelled because the community role players did not arrive and on other occasions were late. This is not a reflection on this particular group as the Training Division has had the same issue in past attempts at introducing more community members into the trainings.

Related future trainings may want to consider building the curriculum with greater collaboration with the Training Division and/or subject matter experts in the Bureau (e.g. School Resource Officers). With the recent disbanding of the Youth Service Division, there may be an increase in training needs pertaining to youth. The Training Division will incorporate this potential concern into the needs assessment process.

2020 In-Service Knowledge Test Questions

The correct answers are highlighted in yellow.

1. According to Directive 1010.00, when shall members target lower-center mass with front shots while deploying a CEW?
 - a. At all times
 - b. When tactically feasible and time reasonably permits
 - c. At all times, except when the subject's clothing is likely to prevent the effects of the CEW
 - d. At all times, except when the subject is wearing glasses
2. Members are **required** to have cover officer(s) present when deploying a CEW operationally.
 - a. True
 - b. False
3. According to Directive 1010.00, members must provide a verbal warning prior to using less lethal force (including CEW), **except** under which circumstance?
 - a. Issuing a warning presents a danger to the member or others
 - b. Issuing a warning is not feasible
 - c. The member doesn't have time to issue a warning
 - d. The member doesn't want to
4. Which of the following is also important when reviewing signs, symbols, or terms used to show allegiance or awareness of an ideology?
 - a. Content
 - b. Context
 - c. Definition
 - d. Reporting
5. Bureau members receiving information about terrorism shall document the information and provide it to which of the following entities?
 - a. DHS
 - b. FBI
 - c. CIU
 - d. CIA
6. Law enforcement may collect and maintain information about a person's social views without any nexus to criminal activity.
 - a. True
 - b. False

7. Which of the following are examples of personal financial gain or avoiding personal financial loss in PPB Directive 0300.00, Statement of Ethical Conduct? (Select all that apply)
- a. Accepting a discount to avoid paying full cost for an item or service
 - b. Eating free snacks at a community event
 - c. Giving a crime prevention presentation on your day off
 - d. Using travel incentives earned because of travel on behalf of the City for personal travel
8. Complaints received by **Internal Affairs** can result which of the following outcomes? (Select all that apply)
- a. Administrative Closure
 - b. Administrative Investigation
 - c. Decline Without Any Review
 - d. Supervisory Investigation
9. A **warrant** to *seize and search an electronic communications device (ie. cellphone)* must identify, as specifically and reasonably possible, which of the following? (Select all that apply)
- a. The *information* to be searched for
 - b. The time period when the information was created, accessed, or otherwise used, if available
 - c. A list of all locations on a cell phone, where criminal evidence is usually stored, is sufficient
10. Officers may ask questions unrelated to the purpose of a traffic stop while the driver is locating documentation?
- a. True
 - b. False
11. What are the key elements of the Negotiated Management model, which is utilized by the Portland Police Bureau for crowd management/control? (Select all that apply)
- a. A large number of arrests
 - b. Building legitimacy with the public
 - c. Emphasis on de-escalation
 - d. Less reliance on force
12. If you witness another officer strike someone in the crowd with a baton, you are required to submit an appropriate report with a candid and detailed account of the event prior to the end of your shift.
- a. True
 - b. False
13. Which of the following equipment are you required to have if you are activated for Mobile Field Force duty? (Select all that apply)
- a. Respirator (gas mask)
 - b. Helmet with face shield
 - c. PR-24 with PR-24 ring
 - d. Elbow pads

14. A Portland Police Bureau Officer's authority for an emergency entry is governed by which of the following laws and/or directives? (Select all that apply)

- a. **ORS 133.033 Peace Officer Community Caretaking Functions**
- b. ORS 133.535 Permissible Objects of Search and Seizure
- c. ORS 133.663 Disputed Possession Rights
- d. **PPB Directive 631.60 Emergency Entries**

15. An entry team consists of which of the following? (Select all that apply)

- a. **Team leader**
- b. Rear security
- c. **Breacher**
- d. **Clearing officers**

Appendix B: 2020 In-Service Test Results

CLASSROOM AND TRAINING DIVISION RESULTS n = 336					ONLINE TRAINING RESULTS n = 480		
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses		Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
According to Directive 1010.00, when shall members target lower-center mass with front shots while deploying a CEW?	59%				76%		
At all times		102	30%			82	17%
When tactically feasible and time reasonably permits		198	59%			366	76%
At all times, except when the subject's clothing is likely to prevent the effects of the CEW		36	11%			32	7%
When the subject is wearing glasses		0	0%			0	0%
True or False? Members are required to have cover officer(s) present when deploying a CEW operationally.	93%				92%		
True		25	7%			40	8%
False		311	93%			440	92%

CLASSROOM AND TRAINING DIVISION RESULTS				ONLINE TRAINING RESULTS			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses		Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
According to Directive 1010.00, members must provide a verbal warning prior to using less lethal force (including CEW), except under which circumstance?	94%				91%		
Issuing a warning presents a danger to the member or others		316	94%			438	91%
Issuing a warning is not feasible		15	5%			33	7%
The member doesn't have time to issue a warning		3	1%			3	1%
The member doesn't want to		2	1%			6	1%
Which of the following is also important when reviewing signs, symbols, or terms used to show allegiance or awareness of an ideology?	95%				94%		
Content		15	5%			20	4%
Context		318	95%			451	94%
Definition		0	0%			1	< 1%
Reporting		3	1%			8	2%

CLASSROOM AND TRAINING DIVISION RESULTS				ONLINE TRAINING RESULTS			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses		Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
Bureau members receiving information about terrorism shall document the information and provide it to which of the following entities?	98%				98%		
DHS		0	0%			0	0%
FBI		5	2%			8	2%
CIU		330	98%			471	98%
CIA		1	< 1%			1	< 1%
True or False? Law enforcement may collect and maintain information about a person's social views without any nexus to criminal activity.	98%				99%		
True		8	2%			4	1%
False		328	98%			476	99%

CLASSROOM AND TRAINING DIVISION RESULTS				ONLINE TRAINING RESULTS			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses		Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
Which of the following are examples of personal financial gain or avoiding personal financial loss in PPB Directive 0300.00, Statement of Ethical Conduct? (Select all that apply)	93%				97%		
Accepting a discount to avoid paying full cost for an item or service		334	99%			478	100%
Eating free snacks at a community event		6	2%			3	1%
Giving a crime prevention presentation on your day off		14	4%			8	2%
Using travel incentives earned because of travel on behalf of the City for personal travel		333	99%			476	99%
Complaints received by Internal Affairs can result which of the following outcomes? (Select all that apply)	74%				77%		
Administrative Closure		317	94%			443	92%
Administrative Investigation		298	89%			460	96%
Decline Without Any Review		59	18%			62	13%
Supervisory Investigation		317	94%			442	92%

CLASSROOM AND TRAINING DIVISION RESULTS				ONLINE TRAINING RESULTS			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses		Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
A warrant for an electronic search must identify as specifically and reasonably possible which of the following? (Select all that apply)	100%				100%		
The place where the location is stored		272	88%			114	88%
The information to be searched for		304	98%			127	98%
The time period during which the information was created, accessed, or otherwise used		290	94%			117	91%
A warrant to seize and search an electronic communications device (ie. cellphone) must identify, as specifically and reasonably possible, which of the following? (Select all that apply)	69%				70%		
The information to be searched for		26	100%			346	99%
The time period when the information was created, accessed, or otherwise used, if available		26	100%			340	97%
A list of all locations on a cell phone, where criminal evidence is usually stored, is sufficient		8	31%			95	27%

Note: The wording for this question was changed during In-Service as it was identified as confusing and unclear. Those that received the original question were given full credit regardless of their response.

CLASSROOM AND TRAINING DIVISION RESULTS				ONLINE TRAINING RESULTS			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses		Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
True or False? Officers may ask questions unrelated to the purpose of a traffic stop while the driver is locating documentation?	99%				95%		
True		2	1%			22	5%
False		334	99%			458	95%
What are the key elements of the Negotiated Management model, which is utilized by the Portland Police Bureau for crowd management/control? (Select all that apply)	92%				96%		
A large number of arrests		3	1%			3	1%
Building legitimacy with the public		329	98%			473	99%
Emphasis on de-escalation		328	98%			477	99%
Less reliance on force		318	95%			466	97%
True or False? If you witness another officer strike someone in the crowd with a baton, you are required to submit an appropriate report with a candid and detailed account of the event prior to the end of your shift.	97%				97%		
True		326	97%			465	97%
False		10	3%			15	3%

CLASSROOM AND TRAINING DIVISION RESULTS				ONLINE TRAINING RESULTS			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses		Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
Which of the following equipment are you required to have if you are activated for Mobile Field Force duty? (Select all that apply)	100%				100%		
Respirator (gas mask)		336	100%			480	100%
Helmet with face shield		336	100%			480	100%
PR-24 with PR-24 ring		336	100%			480	100%
Elbow pads		0	0%			0	0%
A Portland Police Bureau Officer's authority for an emergency entry is governed by which of the following laws and/or directives? (Select all that apply)	94%						
ORS 133.033 Peace Officer Community Caretaking Functions		336	100%				
ORS 133.535 Permissible Objects of Search and Seizure		5	2%				
ORS 133.663 Disputed Possession Rights		0	0%				
PPB Directive 631.60 Emergency Entries		317	94%				

CLASSROOM AND TRAINING DIVISION RESULTS				ONLINE TRAINING RESULTS			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses		Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
An entry team consists of which of the following? (Select all that apply)	96%						
Team leader		335	100%				
Rear security		11	3%				
Breacher		335	100%				
Clearing officers		333	99%				

Rubric for scenario scoring: Person in crisis armed and barricaded with a person hiding

This rubric was utilized to guide the scoring of the person in crisis scenario conducted during the 2020 In-Service. The scoring only focus on procedural justice aspects of the scenario and was utilized, in combination with other evaluation results, to help assess training needs pertaining to external procedural justice. This scenario was an all-play scenario involving four units of responding officers, therefore the unit of analysis was the group versus individual officers. This rubric is consistent with the rubric utilized during the 2019 In-Service, only slight wording changes were made to account for the group versus individual focus.

PROCEDURAL JUSTICE			
Response	Significant Consideration(s)	Minor Consideration(s)	No Considerations
Voice <ul style="list-style-type: none"> • Active listening • Allowing explanation and expression • Acknowledging feelings • Giving agency/options • Patience 	Officer(s) do not demonstrate receiving and/or creating opportunity for the subject to voice concerns and provide information. OR Officer(s) are 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.	Officer(s) demonstrate receiving and/or creating opportunity for the subject to voice concerns and provide information. AND Officer(s) are 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. AND Some areas in articulation or demonstration of the skills were noted and debriefed.	Officer(s) demonstrate receiving and/or creating opportunity for the subject to voice concerns and provide information. AND Officer(s) are 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.

PROCEDURAL JUSTICE (continued)

Response	Significant Consideration(s)	Minor Consideration(s)	No Considerations
Neutrality <ul style="list-style-type: none"> Gathering the facts Listening before forming conclusions Emotional control Don't take sides Counteracting recognized stereotype threat / implicit bias Explaining laws, policies, actions, etc. Fair process / outcomes 	<p>Officer(s) do not conduct the collection of information and explanation of actions in a fair and neutral manner.</p> <p>OR</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(s) conducts the collection of information and explanation of actions in a fair and neutral manner.</p> <p>AND</p> <p>Officer(s) are 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>AND</p> <p>Some areas in articulation or demonstration of the skills were noted and debriefed.</p>	<p>Officer(s) conducts the collection of information and explanation of actions in a fair and neutral manner.</p> <p>AND</p> <p>Officer(s) are 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>
Respect <ul style="list-style-type: none"> Communication skills Conversational etiquette Customer service skills Understanding history 	<p>Officer(s) do not demonstrate respect throughout the interaction (in communications and response).</p> <p>OR</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(s) demonstrate respect throughout the interaction (in communications and response).</p> <p>AND</p> <p>Officer(s) are 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>AND</p> <p>Some areas in articulation or demonstration of the skills were noted and debriefed.</p>	<p>Officer(s) demonstrate respect throughout the interaction (in communications and response).</p> <p>AND</p> <p>Officer(s) are 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>

PROCEDURAL JUSTICE (continued)			
Response	Significant Consideration(s)	Minor Consideration(s)	No Considerations
Trustworthiness <ul style="list-style-type: none"> Professionalism Empathy and compassion Relationship building Follow up / through Keep your word 	Officer(s) do not maintain a professional and empathic demeanor and/or follow through. OR 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.	Officer(s) maintains a professional and empathic demeanor and follows through. AND Officer(s) are able to articulate how they conveyed trustworthiness or why they did not believe utilizing any techniques to specifically convey trustworthiness was necessary or beneficial. AND Some areas in articulation or demonstration of the skills were noted and debriefed.	Officer(s) maintains a professional and empathic demeanor and follows through. AND Officer(s) are able to articulate how they conveyed trustworthiness or why they did not believe utilizing any techniques to specifically convey trustworthiness was necessary or beneficial.

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.

Appendix D: Overall In-Service Satisfaction Results Over Time

Overall, how satisfied or dissatisfied are you with this In-Service training?								
	Very Dissatisfied	Generally Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Generally Satisfied	Very Satisfied	Missing	n
2016	2%	2%	9%	12%	59%	17%	14	73
2017-2*	1%	4%	4%	9%	55%	27%	23	509
2018-1	1%	2%	2%	3%	30%	62%	15	187
2018-2	5%	10%	12%	26%	40%	7%	17	786
2018-3	2%	2%	1%	5%	46%	45%	19	590
2019	3%	2%	1%	5%	37%	53%	N/A**	427
2020	0%	1%	0%	5%	45%	49%	4	185***

* One person (0.2%) selected “Generally Satisfied” and “Very Satisfied”.

**Due to the schedule for this In-Service, this survey item was conducted on different surveys and activated/deactivated depending on which training session people ended their In-Service with. Because of this the amount of missing data for this item cannot be as exactly calculated. However, given the amount of survey responses, it appears that it was likely a small amount, if any.

***Due to the changes in training scheduling and delivery related to national emergencies, this survey was distributed to only about one third of In-Service participants.

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