



2021 IN-SERVICE TRAINING

Evaluation of General In-Service Training for Tenured Officers

January 2022



Ted Wheeler Mayor

Charles Lovell Chief of Police

Christopher Gjovik Captain, Training Division

2021 Training Program Managers and Lead Instructors:

Captain Gjovik, Captain Abrahamson, Lieutenant Baxter, Acting Lieutenant Jones, Lieutenant Stewart, Sergeant Frankus, Sergeant Maxey, Sergeant Tackett, Ofc. Albertson, Ofc. Clark, Ofc. Ferguson, Ofc. Flippo, Ofc. Harris, Ofc. Kerridge, Ofc. Lovato, Ofc. Manus, Ofc. Nipper, Ofc. Ockunzzi, Ofc. Parker, Ofc. Romero, and Ofc. Walsh.

2021 Program Evaluation Unit and the Training Division's Non-Sworn Mental Health Professional:
Acting Lieutenant Jason Jones, Emma Covelli, M.S., Danny Peters, Caitlyn Atwood, M.B.A., Kyra Fritz, Ph.D., Patricia Pluene, and Liesbeth Gerritsen, Ph.D.

Report prepared by:

Emma Covelli, M.S. and Patricia Pluene., in partnership with the 2021 In-Service training program managers, lead instructors, and curriculum development specialists

Analysis conducted by:

Emma Covelli, M.S. and Patricia Pluene

Table of Contents

INTRODUCTION	3
CONDUCTED ELECTRICAL WEAPONS.....	6
CONTROL TACTICS.....	13
FIREARMS	18
LEGAL UPDATES	25
PATROL PROCEDURES: EMERGENCY ENTRY	29
PATROL PROCEDURES SCENARIO: SERIOUS ASSAULT IN PROGRESS.....	35
PATROL PROCEDURES SCENARIO: DOMESTIC DISTURBANCE TURNED HOSTAGE.....	39
POLICE VEHICLE OPERATIONS.....	45
VIRTRA SIMULATOR.....	51
APPENDIX A: 2021 IN-SERVICE KNOWLEDGE EXAM.....	54
APPENDIX B: 2021 SCENARIO SCORING EVALUATION RUBRICS	56
APPENDIX C: OVERALL IN-SERVICE SATISFACTION RESULTS OVER TIME.....	60

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 2021 In-Service was a two day training for all sworn Portland Police Bureau members. The 2021 In-Service provided training in emergency entry, legal updates on the use of neck restraints, an introduction to new scenario training equipment; and refresher training in many different topic areas, such as crisis intervention training, procedural justice, pursuit

2021 IN-SERVICE

Class Sessions

Approximate Number of Hours

Conducted Electronic Weapons	2.75
Control Tactics	2.25
Firearms	4.5
Legal Updates	0.5
Patrol Procedures: Emergency Entry	2.25
Patrol Procedures Scenario: Procedural Justice, Crisis Intervention, Emergency Entry	1.75
Police Vehicle Operations	2.25
VirTra Simulator	1.75

intervention techniques, Firearms, 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, and the Training Advisory Committee. Most of the core objectives for the 2021 In-Service were a repeat from the 2020 In-Service classes that were interrupted and delayed due to COVID restrictions.

In addition to the 2021 In-Service curriculum, all sworn members received several classes through online training during 2021. These classes included training on the use of the Conducted Electrical Weapon, rendering aid, language translation, officer wellness, equity, crime victims' rights, and first aid.

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.

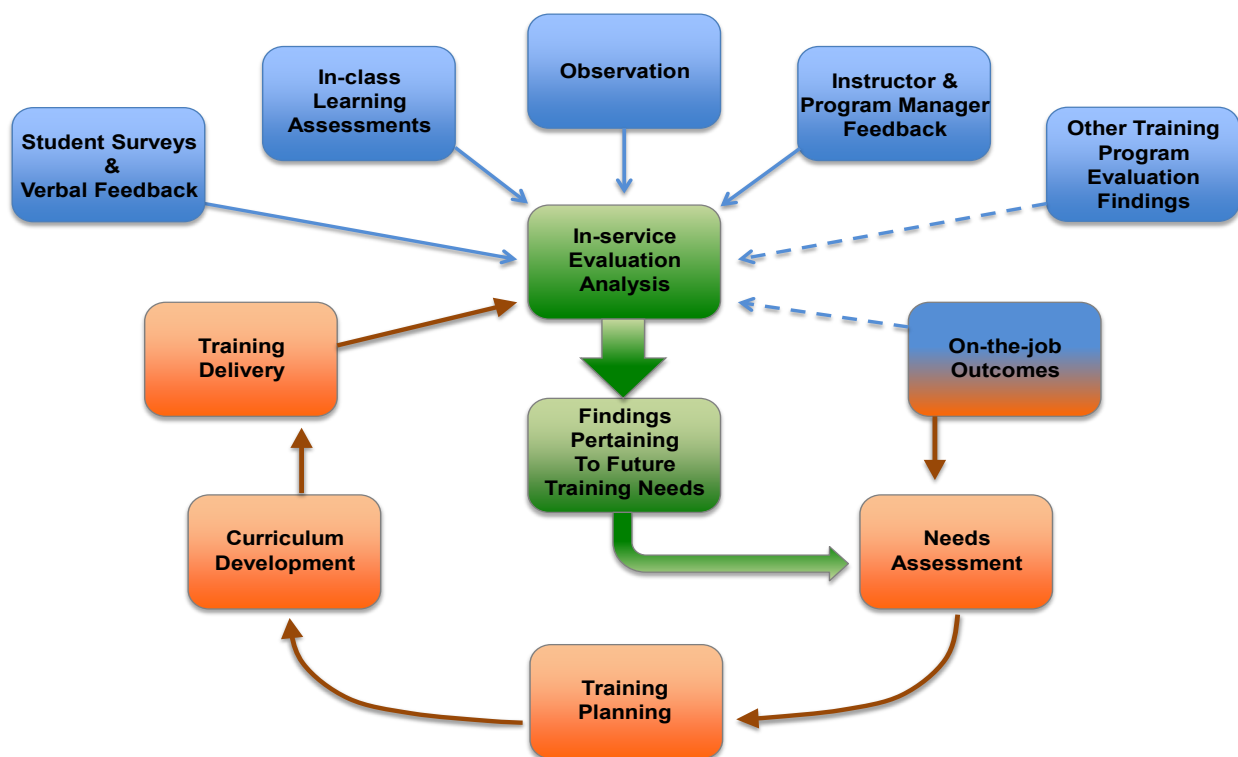


Figure 1: In-Service Training Evaluation Process

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 2021 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.

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 2021 CEW In-Service training mostly repeated the 2020 CEW In-Service class that was interrupted due to COVID regulations, with the exception of the High Risk Vehicle Stop scenario. The key concepts addressed through the 2021 training included: acceptable uses of the CEW (active aggression, prevent suicide, prevent escape, and 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, and the use of cover to maintain a safe distance. The training included practicing weapon manipulation under stress, appropriate decision making for deploying the CEW, additional training in CEW usage combined with custody skills, deployment with moving subjects and the related reactionary gap.

This training plan stemmed from training program managers' and lead instructors' priorities, and the 2019 Training Needs Assessment. The continued need for this training plan was confirmed during the 2020 Training Needs Assessment process.

Related Laws/Directives

- 1010.00 Use of Force

Learning/Performance Objectives

- Review capabilities and limitations of X2.
- Highlight and discuss current deployment trends at PPB.
- Demonstrate knowledge of PPB policy and tactical issues via interactive video questions.
- Demonstrate proper CEW handling and manipulation by using CEW in a scenario setting.
- Demonstrate proper targeting guidelines by deploying probes into the Preferred Target Zones in scenarios, when applicable.
- Recall key concepts of policy during debrief.
- Understand limitations and difficulties of a CEW deployment in a realistic setting.

In-Class Learning Assessments

End of Day Test

The end of day knowledge test included two questions pertaining to this class. The questions pertained to CEW target deployment areas, and exceptions of use.

Results

Approximately 50 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”.

Approximately 33 percent of the people missed at least part of the following question, “Members shall not use less lethal weapons on certain persons (known to be or obviously under 15, known to be or obviously pregnant persons or those that are known to be or obviously medically fragile) except under what circumstances?”. The correct answers are “The person is armed with a deadly or dangerous weapon”, “The person is about to commit suicide”, and “The person is in the act of causing harm to themselves or others”. Most of those that missed the question did not select either “The person is armed with a deadly or dangerous weapon” or “The person is about to commit suicide”.

The following provides the test results for the CEW questions.

Test Results			
n = 735			
	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?	50%		
At all times		278	38%
When tactically feasible and time reasonably permits		365	50%
At all times, except when the subject's clothing is likely to prevent the effects of the CEW		92	13%

Test Results (continued)

	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
Members shall not use less lethal weapons on certain persons (known to be or obviously under 15, known to be or obviously pregnant persons or those that are known to be or obviously medically fragile) except under what circumstances? (Select all that apply)	67%		
The person is armed with a deadly or dangerous weapon		612	83%
The person is about to commit suicide		593	81%
The person has a felony warrant		20	3%
The person is in the act of causing harm to themselves or others		664	90%

CEW Skills Assessment: Decision Making 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 three different situations. The intended outcomes were: use of less lethal within a distance range (1 drill), use of less lethal force behind cover (1 drill), and use of deadly force (1 drill). The purpose of the drills was for students to practice their reaction skills and decision making. The situations the officers responded to were: 1) an armed person at a bus bench displaying active aggression, 2) a mandatory domestic violence assault arrest where subject displays active aggression and the presence of weapons is unknown, 3) a serious assault of another person in progress.

Results

Most of the students were able to perform well with these drills. The most common theme for future considerations was most waited too long to utilize force. In situation #1 approximately 15 to 25 percent of the students, by instructor estimation, either waited until the person was too close to begin utilizing force and in many cases this reduced their cover protection. In situation #2 approximately 5 percent waited for the suspect to get to the back room before using force which created a barricaded victim situation. In situation #3, approximately 90 percent or more demonstrated the intended response. Approximately half of those in the remaining cases waited an inordinate amount of time to utilize force, relying on giving commands while the victim continued to be assaulted. The other half used the CEW when a greater amount of force was authorized and needed. In these cases, they had a pre-determined response to utilize the CEW, which for some was related to assumptions about what to expect on a “disturbance” call. For others, there may have been some impacts from knowing they

were in a CEW training session.² The importance of making a conscious decision regarding force utilization for each unique encounter, taking into consideration the totality of the circumstances, was reinforced during the debriefs.

Survey Results: Student Feedback

Seven survey items pertaining to the 2021 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 drills increased awareness of the most effective decision for CEW use, and their confidence in deploying the CEW within the Directive on the job.

In total there were 359 completed surveys for the training day. 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 (97 percent agreed or strongly agreed) and were knowledgeable in the topic (98 percent agreed or strongly agreed). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (96 percent agreed or strongly agreed).

They also indicated high levels of agreement that class was a good use of their training time, particularly for the skills portions (79 percent agreed or strongly agreed for the classroom portion, 89 percent agreed or strongly agreed for the CEW scenario drills). Among those that did not rate the training to be a good use of training time, one person noted redundancy with the CEW curriculum and some noted finding much of the In-Service training less applicable to their job since they are investigators.

Conducted Electrical Weapon							
n = 359							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1.1%	0.0%	0.3%	1.7%	26.9%	70.0%	2
The trainer(s) were knowledgeable in the topic.	0.8%	0.0%	0.3%	0.6%	23.0%	75.4%	2
Overall, the interaction between the trainer and the class was positive.	0.8%	0.0%	0.0%	2.8%	25.7%	70.7%	1

² There have been some indications over the years that there may be some automated response to prioritize the use of CEW during skill drills and scenarios conducted during the CEW training time. The CEW Program is planning to coordinate these types of exercises with the Control Tactics and Patrol Procedures Programs more in the future to reduce this concern.

Conducted Electrical Weapon (continued)							
n = 359							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The following CEW training sessions were a good use of my training time: CEW Classroom	1.4%	2.5%	3.1%	14.2%	33.5%	45.3%	1
The following CEW training sessions were a good use of my training time: Scenarios	1.5%	1.5%	1.2%	6.9%	34.3%	54.6%	24

In the additional comments section of the surveys, numerous people provided complimentary comments towards the instruction and curriculum for this In-Service generally. Some of the general themes noted were the usefulness of the material (particularly for patrol), the trainers' expertise and patience, the collaboration between instructors and programs, and advancements in curricula. There were also a few comments expressing frustrations with the redundancy of the CEW training and two indicated the instruction for CEW could be enhanced to increase engagement. Two people expressed concerns regarding the use of CEW generally and commented that the CEW program should be voluntary. One person noted including more CEW training that requires multiple deployments would be helpful.

The majority of respondents (approximately 91 percent) reported the scenario drills at least moderately increased their awareness of the most effective decision for CEW use given their abilities and situational circumstances. Of the individuals that noted less awareness gains, they rated the instruction highly overall and most also rated at least parts of the CEW training to be a good use of training time. Some of these people also provided comments pertaining to the high quality of the In-Service training. A few noted they find the CEW training redundant or a disinterest in the CEW equipment generally. Some may also already have high awareness in this area.

Conducted Electrical Weapon							
n = 359							
	No, not at all	Yes, to a small extent		Yes, moderately		Yes, to a great extent	Missing
	(0)	(1)	(2)	(3)	(4)	(5)	
Did the drills increase your awareness of the most effective decision for CEW use given your abilities and situational circumstances?							
2021 Results	1.7%	4.8%	2.8%	21.8%	33.3%	35.6%	2
2019 Results	3%	6%	4%	28%	28%	32%	5

This question was asked during the 2019 In-Service training as well, which yielded similar results. The results suggest training involving this component still had value for members.

Members also noted high levels of confidence in being able to deploy the Conducted Electrical Weapon within the Directive on the job. Approximately 98 percent reported moderately or greater confidence levels, with about 66 percent marking “very confident”. One of the people who marked lower confidence levels expressed a concern with the CEW equipment itself and others noted they do not work patrol. All of these individuals rated the instruction well overall.

Members’ confidence in deploying the CEW within the Directive on the job is monitored over time to help gauge training needs. The findings indicate a significant increase in confidence since 2017.

Conducted Electrical Weapon							
n = 359							
	Not at all Confident		Moderately Confident		Very Confident		Missing
	(1)	(2)	(3)	(4)	(5)		
How confident are you in your ability to deploy the Conducted Electrical Weapon within the Directive on the job?							
2021 Results	0.8%	0.8%	6.2%	26.3%	65.8%		2
2019 Results	1%*	1%	20%	23%	56%		7
2017-2 Results**	1%*	4%	23%	29%	43%		14

*Scale for (1) read “Not Very Confident” for the 2017-2 and 2019 surveys.

**The 2017-2 survey question read “How confident are you in your ability to deploy the Conducted Electronic Weapon within the new Directive on the job?” since there was a substantial directive change at that time.

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 increased effective decision making for CEW use. The students performed well in the decision making drills. Overall, most of the students did well on the test questions although ideally the scores on those questions would have been higher.

The Training Division is in the process of further enhancing this program to work in greater collaboration with the other training disciplines, reduce signs in scenario and skill drill exercises whether or not the CEW is intended to be used, and make the exercises more practical for investigators. The Training Division is also updating the CEW qualification and seeing if Axon has new curriculum for the mandatory recertification requirements part of the training which gets repeated yearly.

The findings support additional training in the following areas would be beneficial: CEW training that requires multiple deployments, judging distance, use of cover, CEW decision making (optimal distances for deployment and timing), general use of force decision making, and policy pertaining to CEW target deployment areas and exceptions of use.

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 2021 In-Service, the Control Tactics program repeated a portion of the 2020 In-Service training, to introduce all members to the “Thumb Pectoral Index” shooting position. This new training in close quarter grappling situations is designed to allow officers to introduce their firearm into a grappling situation while minimizing the risk of backstop issues. The Control Tactics program was unable to deliver all of the 2020 In-Service curriculum to members during 2021 due to time limitations and COVID restrictions.

The need for this training arose from an understanding of the perishability of Control Tactics skills, Control Tactics lead instructor feedback and research into new techniques, and the 2019 annual training needs assessment process. The need for this training content was confirmed during the 2021 training needs assessment process.

Related Laws/Directives

- 1010.00 Use of Force

Learning/Performance Objectives

- Discuss and rethink how to introduce a weapon into a deadly force encounter at grappling range.
- Perform repetitions of the thumb pectoral index to safely and effectively control a suspect.

In-Class Learning Assessment

End of Day Test

The end of day knowledge test included one question pertaining to this class. The question pertained to when to utilize the Thumb Pectoral Index.

Results

Overall, people did well on this test question. Approximately 19 percent of the people missed at least part of the following question, “What are some of the reasons to utilize the Thumb Pectoral Index?”. The correct answers are “To create a consistent and stable shooting platform” and “To minimize back

stop issues”. Most of those that missed the question did not select either “To create a consistent and stable shooting platform” or “To minimize back stop issues”.

The following provides the test results for the Control Tactics question.

Test Results			
n = 735			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
What are some of the reasons to utilize the Thumb Pectoral Index? (Select all that apply)	81%		
To be able to shoot at a distance		18	2%
To create a consistent and stable shooting platform		681	93%
To minimize back stop issues		663	90%
To target the upper chest of a subject presenting a deadly threat		26	4%

Skills Assessment: Thumb Pectoral Index technique

This technique pertains to effectively utilizing a firearm in close quarter grappling situations. The class provided training through a static exercise. The related interactive skill building exercise involving a non-cooperative subject imposing a deadly threat was not able to be conducted due to COVID regulations. The instructors provided instruction and demonstration of the technique 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 (although some were introduced to this technique during the 2020 In-Service) and provided new concepts for managing these types of grappling situations. They were able to learn these new techniques in the static environment fairly quickly.

However, applying the technique in a more realistic environment is substantially more difficult. This was confirmed during the 2020 In-Service where people struggled to apply the technique during the skill building exercise and 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 was found.

Survey Results: Student Feedback

Five survey items pertaining to the 2021 Control Tactics training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and whether learning the technique for utilizing a firearm in a close quarter grappling situation (the thumb pectoral index) was helpful.

In total there were 474 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 77 percent strongly agree, 19 percent agree) and were knowledgeable in the topic (80 percent strongly agree, 15 percent agree). Furthermore, most of the respondents felt that the interaction between the trainer and the class was positive (80 percent strongly agree, 17 percent agree). Of the low percentage of respondents that marked “strongly disagree”, it appears that at least some of them may have misread this particular scale. Some of their ratings for this scale are “strongly disagree” through the entire survey but appear to have found the training helpful. Several of the others in this group provided complimentary comments towards the control tactics program specifically or this In-Service training in general. There were no comments expressing concerns about the Control Tactics training in these responses.

Overall, respondents indicated high levels of agreement that the training session was a good use of their training time (62 percent strongly agree, 29 percent agree). Of the approximately five percent of respondents that marked some level of disagreement, several of them are the same people noted above. Among the rest of them, all but one person rated the instruction highly and most marked the thumb pectoral index moderately or higher in being helpful to learn about. In this latter group, there are some general comments noting the following: In-Service training not being as applicable to non-patrol positions (although the training itself is well done), concern with the perishability of many of the skills taught, general concern with the constant changing of policy or procedures making it difficult to learn anything, and the need for training curriculum to be even more relevant to the difficult situations patrol is dealing with (some of these may or may not apply to the CT training specifically).

Control Tactics							
n = 474							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	4.0%	0.0%	0.2%	0.0%	18.7%	77.1%	3
The trainer(s) were knowledgeable in the topic.	3.8%	0.0%	0.0%	0.4%	15.3%	80.4%	4
Overall, the interaction between the trainer and the class was positive.	3.2%	0.0%	0.0%	0.2%	16.8%	79.8%	3

Control Tactics (continued)							
n = 474							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The class was a good use of my training time.	3.2%	0.9%	0.6%	4.5%	29.1%	61.7%	4

The vast majority of the respondents reported finding learning about the Thumb Pectoral Index technique at least moderately helpful (97 percent). Of the approximately three percent of respondents that marked lower levels for finding this helpful, there were not many indications as to why. All ranked the training quality highly and some included extremely positive comments towards the In-Service training. Some may have already been skilled in this area and therefore had less to learn. One person noted a general concern with the constant changing of policy or procedures in general, making it difficult to learn anything.

Control Tactics							
n = 474							
	No, not at all	Yes, to a small extent		Yes, moderately		Yes, to a great extent	Missing
	(0)	(1)	(2)	(3)	(4)	(5)	
Did you find learning about the Thumb Pectoral Index technique helpful?	0.6%	1.3%	0.9%	13.1%	25.3%	58.9%	7

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. Some of the themes noted were appreciation for the usefulness of the new control tactics training techniques, the trainers' expertise and patience, the collaboration between the Firearms and Control Tactics programs, the 2-hour scheduling blocks of training time, having the online trainings which allowed for more focus on practical application of skills. Several people noted disappointment regarding the impact of the COVID protocols limiting what training could occur for this In-Service, particularly for Control Tactics and Police Vehicle Operations. Although many expressed the instructors did an exceptional job at delivering high quality training despite these limitations, they remarked on the critical need for regular training in order to be proficient. One person also indicated concern regarding the limited amount of training time Portland Police Officers receive not being well-matched with the level of accountability placed on them. Others commented on the need for more training time generally or specific to Control Tactics in order to learn the new skills being taught.

In regards to other specific future training recommendations for Control Tactics, two people provided suggestions. One recommended protest-related control tactics training, and the other noted additional takedown training would be helpful.

Related On-the-Job Outcomes

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 members found learning the new techniques beneficial. The learning assessments and student feedback suggest additional training in the thumb pectoral index is critical to ensure effective on-the-job application of the skill.

The survey findings also indicated the importance of increasing the amount of training opportunities in general for Control Tactics to ensure officers are best prepared for the challenges of real life encounters and the expectations placed on them.

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 2021, the Firearms Program continued its training on responding most effectively to close encounter threats and delivering the 2020 training plans which were interrupted due to COVID regulations. 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 transition between targets.

The need for this training was derived from an understanding of the perishability of firearm skills, Firearms lead instructor priorities and research, In-Service survey results, and the 2019 and 2020 annual training needs assessment processes.

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: Marksmanship 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 4, 5, and 7 yards and utilized three different targets to provide more repetitions. 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

These were refresher exercises from the 2019 and 2020 In-Services, although modified to provide members with more practice and further emphasize timing. Overall, the students performed really well with these drills at each of the distances, and demonstrated higher accuracy and control with additional practice. The instructors found that nearly all who had struggled with these drills during day one of the 2021 In-Service (approximately 10 percent by instructor estimation) were able to conduct the exercises with proficiency during day two.

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 with noticeable improvements in accuracy. Approximately 95 percent of the students, by instructor estimation, demonstrated proficiency in these exercises by the end of the training. Others struggled more with the exercises but were still within an acceptable performance range.

Firearms Skills Assessment: Trigger Control Drills

Understanding and demonstrating proper trigger control has a direct impact on accuracy. These drills are conducted with an unloaded firearm and students have the opportunity to practice the entire trigger cycle. It is important for each student to experience what this concept means and physically practice it before live fire drills begin. 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

This is a more difficult skill to develop. Most understood the concept quickly but needed more practice to develop the skills. Most demonstrated noticeable improvement by day two. It was noted

that most would need additional training in order to gain the level of proficiency needed for applying the skill effectively during a stressful encounter on the job.

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. It also includes some support hand and single hand components. 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. There was a failure rate of 1.9 percent on the qualification. This was most commonly due to the students not understanding a concept or properly applying a concept, or mental and shooting fatigue. 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 and practical application.

Survey Results: Student Feedback

Nine survey items pertaining to the 2021 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, whether they believe the trigger control techniques taught can improve accuracy, 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 359 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 (89 percent strongly agree, 10 percent agree) and were knowledgeable in

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..

⁴ This is the distance in which most officer are killed by 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

the topic (89 percent strongly agree, 10 percent agree). The respondents reported that the interaction between the trainer and the class was positive (87 percent strongly agree, 10 percent agree).

The students indicated a high level of agreement that this training session was a good use of their training time (87 percent strongly agree, 10 percent agree). In the additional comments section of the survey, many people provided complimentary comments specifically to the Firearms training as well as to 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, appreciation for the redesign of the Firearms Qualification to reinforce the skills needed for practical application, and that the training is better preparing them for real world applications. A few people indicated suggestions for improving the training such as incorporating a break, reducing the amount of material instructed or increasing the amount of training time so learning all of the material is more manageable, and incorporating more time for basics and dry firing.

Firearms							
n = 359							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.6%	0.0%	0.0%	0.3%	10.4%	88.8%	2
The trainer(s) were knowledgeable in the topic.	0.6%	0.0%	0.3%	0.6%	10.1%	88.5%	3
Overall, the interaction between the trainer and the class was positive.	0.6%	0.0%	0.0%	2.0%	10.4%	87.1%	3
The class was a good use of my training time.	0.8%	0.3%	0.0%	2.0%	10.1%	86.8%	3

Most found the training to be about the right pace (83 percent), however, approximately 16 percent found it too fast. Those that found the pace to be too fast rated the instruction well but reported less confidence in utilizing the sight focused firearms and firearms involving moving subjects under stress. Their measures for whether or not the training increased their ability to utilize firearms under stress were slightly lower compared to the rest of the respondents, although the vast majority expressed some level of agreement. Among this group of people, several comments were provided in support of the new firearms training techniques and indicated great appreciation for the training. Some noted the amount of new firearms training material was just a lot to learn in the amount of time given, one noted the need for a break in firearms, and others noted the need for additional firearms training support (particularly for those with more years at the Bureau).

Firearms						
n = 359						
	Too Slow		Just Right		Too Rushed	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the pace of the Firearms training was:	0.6%	1.4%	82.5%	11.0%	4.5%	4

In regards to learning and confidence, most of the respondents reported substantial increases in skills for effectively utilizing firearms under stressful encounters (approximately 94 percent reported moderate increases or higher). The findings for those that indicated lower levels of learning appeared to have two main groups. One is represented above for those that found the pace too fast. For those that did not find the pace too fast, they rated the instruction and training very well. One noted the pace being too slow. Most of them indicated that the new firearms techniques can improve their skills and noted moderate to high confidence levels in on-the-job application of these skills. At least some in this group may have higher skill levels in firearms already, in which case lower amounts of learning gains would be expected.

Most (87 percent) also reported moderate or higher amounts of belief that the trigger control techniques taught during In-Service could improve their shooting accuracy. Some of the findings for those that indicated lower levels of belief that the new techniques will be helpful are included in the findings for those that found the pace too fast. For those that did not find the pace too fast, they rated the instruction and training well. In the comments section, some expressed additional support for the new firearms training techniques, two noted a safety concern pertaining to the technique being too advanced, and some noted the need for more firearms training time.

Firearms							
n = 359							
	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 believe the trigger control techniques taught during In-Service can improve your accuracy while shooting?	5.1%	5.1%	2.5%	18.1%	23.2%	45.9%	6
Did the training increase your ability to effectively utilize firearms skills under stress?	1.1%	2.5%	2.5%	17.7%	24.7%	51.4%	3

The vast majority 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 (98 percent) and utilize the sight focused firearms during a stressful encounter on the job (approximately 98 percent). Most of those that rated lower confidence are included in the group that found the pace too fast. In general, there is a high correlation between confidence levels in utilizing the sight focused firearms techniques and ability in utilizing firearms during stress involving moving subjects. Those with higher confidence in one of the skills also report higher levels of confidence in the other.

Firearms						
n = 359						
	Not at all Confident		Moderately Confident		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?	1.4%	0.8%	14.6%	31.5%	51.5%	4
How confident are you in your ability to utilize firearms during a stressful encounter on the job involving a moving subject?	0.6%	1.7%	19.3%	35.3%	43.1%	2

Several respondents provided comments pertaining to the need for more firearms training opportunities to learn the new skills and a few provided suggestions for future training considerations. Among these suggestions, respondents noted future training on shooting from inside vehicles, positional shooting, utilizing barriers and cover, moving subjects, hostage situations, and one-handed shooting. Respondents also noted the need for additional training on the techniques currently being taught (e.g., new stance, grip, trigger control).

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 continues to be extensive support for the new techniques provided and recognition of their value for improving skill levels.

A few people noted concerns about the new techniques potentially being too advanced. Others noted substantial support for the new curriculum but the need for more training in order to gain the level of proficiency needed in order to apply them effectively on the job. The Training Division has been discussing these concerns. The lead instructors have researched the current national trends for firearms training in law enforcement and found the new curriculum to be in-line with those practices and the Department of Public Safety Standards and Training curriculum. The main issue appears to be providing members with enough firearms training, which the evaluation processes have indicated was also a concern with the previous firearms training. The Training Division is discussing how additional firearms training can be provided to members on a more regular basis.

The findings do suggest the need for additional training in the new firearms techniques, as well as firearms training generally, is critical in order to develop the proficiency needed for implementing them during high stress encounters on the job. The findings indicate that future training in the following may be helpful: additional training in the same format, shooting from inside vehicles, positional shooting, utilizing barriers and cover, moving subjects, hostage situations, and one-handed shooting.

LEGAL UPDATES

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 covered for the 2021 In-Service session was the use of neck restraints in law enforcement, including HB 4301 and Directive 1010.00. These topics stemmed from related changes in law, the City Attorney's Office, and the 2020 needs assessment process.

Related Laws/Directives

- 1010.00 Use of Force
- HB 4301 Use of Force

Learning/Performance Objectives

- Discuss when the use of neck holds in law enforcement can be used according to HB 4301 and Directive 1010.00.
- Understand that PPB policy is more restrictive and requires deadly force justification for use of a neck hold.

In-Class Learning Assessment

End of Day Knowledge Test

The end of day knowledge test included two questions pertaining to this class. The questions pertained to when law enforcement can utilize neck restraints per HB 4301 and Directive 1010.00.

Results

Overall, people did extremely well on these test questions, with an accuracy rate of 99 to 100 percent.

The following provides the test results for these questions.

Test Results

n = 735

	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
True or False? HB 4301 and Directive 1010.00 authorize a police officer to use a neck hold to make a lawful arrest when a police officer has probable cause to believe the person has committed a crime.	100%		
True		1	0%
False		734	100%
True or False? HB 4301 and Directive 1010.00 authorize a police officer to use a neck hold in self defense or in defense of another against what they reasonably believe to be an immediate threat of death or serious physical injury.	99%		
True		726	99%
False		9	1%

Survey Results: Student Feedback

Five survey items pertaining to the 2021 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 359 completed surveys. The results were more mixed compared to most of the other sessions 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, 43 percent agree) and were knowledgeable in the topic (approximately 54 percent strongly agree, 38 percent agree). Furthermore, most of the respondents noted the class was a good use of their training time (32 percent strongly agree, 41 percent agree).

Legal Updates							
n = 359							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.6%	0.8%	2.0%	9.2%	42.5%	45.0%	1
The trainer(s) were knowledgeable in the topic.	0.6%	0.8%	1.7%	5.3%	37.5%	54.1%	2
The class was a good use of my training time.	0.6%	3.1%	3.4%	19.9%	40.9%	32.2%	2

Most of them also found the course content to be about right in complexity (83 percent) and found the pace to be good (85 percent).

Legal Updates						
n = 359						
	Too Simple		About Right		Too Complex	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the course content was:	3.1%	6.2%	82.6%	6.7%	1.4%	2

Legal Updates						
n = 359						
	Too Slow		Just Right		Too Rushed	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the pace of the class was:	2.8%	3.4%	84.6%	5.6%	3.7%	3

In the additional comments section of the survey, numerous people provided complimentary comments towards this year's In-Service training in general. Some of the general themes noted were the usefulness of the material (particularly for patrol), the trainers' expertise and patience, and advancements in curricula. One person provided a comment regarding this class, indicating that further preparation and familiarity with the laws and directive pertaining to this curriculum would have been beneficial.

Related On-the-Job Outcomes

All uses of deadly force cases are reviewed by supervisory channels with an extensive officer-involved force investigation being completed. These investigations include an examination of whether the officer's actions were within policy, the tactical application, and the use of force decision making, including whether the officer's actions precipitated the use of force. The use of deadly force cases are reviewed by the Training Division. Findings pertaining to training needs for the In-Service population are incorporated into the needs assessment process.

Summary

The findings support this class was well conducted overall. Members performed extremely well on the related test questions provided at the end of the training day. The results did not indicate the need for any immediate additional training on the specific learning objectives for this class.

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 2021 In-Service, the Patrol Procedures Program provided members training on emergency entry as well as scenario training⁵. 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 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. This training was delivered to part of the membership during the 2020 In-Service, which was interrupted due to COVID regulations. The need for this training was confirmed during the 2020 training needs assessment process.

Related Laws/Directives

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

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.

⁵ 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 very well on these test questions, with an accuracy rate of 84 to 97 percent. Approximately 16 percent of the people missed at least part of the following question, “A Portland Police Bureau Officer’s authority for an emergency entry is governed by which of the following laws and/or directives?”. The correct answers are “ORS 133.033 Peace Officer Community Caretaking Functions” and “PPB Directive 631.60 Emergency Entries”. Most of those that missed the question did not select “PPB Directive 631.60 Emergency Entries” or included the selection of “ORS 133.535 Permissible Objects of Search and Seizure”.

The following provides the test results for the Emergency Entry questions.

Test Results			
n = 735			
	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)	84%		
ORS 133.033 Peace Officer Community Caretaking Functions		719	98%
ORS 133.535 Permissible Objects of Search and Seizure		55	7%
ORS 133.663 Disputed Possession Rights		0	0%
PPB Directive 631.60 Emergency Entries		682	93%
An entry team consists of which of the following? (Select all that apply)	97%		
Team leader		734	100%
Rear security		20	3%
Breacher		734	100%
Clearing officers		731	99%

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 2021 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 474 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 74 percent strongly agreed, 23 percent agreed) and were knowledgeable in the topic (77 percent strongly agreed, 21 percent agreed). Furthermore, most respondents felt that the interaction between the trainer and the class was positive (76 percent strongly agreed, 22 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 (91 percent agreed or strongly agreed for the classroom portion and 93 percent agreed or strongly agreed for the skills portion). Of those that marked some level of disagreement that the training was not a good use of training time, it appears some of them may have misread this particular scale. For instance, ratings for this scale are “strongly disagree” through the entire survey but they appear to have found the training helpful. Some of those in this group provided complimentary comments towards this In-Service training in general and they all noted the training increased their knowledge of emergency entry procedures moderately or greater. Among the rest of them, they all rated the instruction well. Some of them rated the skills part of the training as more helpful and all but two noted the training increased their knowledge of emergency entry procedures moderately or greater. In the comments section, there are some notes regarding the following: In-Service training not being as applicable to non-patrol positions (although the training itself is well

done), concern with the perishability of many of the skills taught, a general concern with the constant changing of policy or procedures making it difficult to learn anything, and the need for training curriculum to be even more relevant to the difficult situations patrol is dealing with (e.g. slumper, street level interviewing, crime scenes). One included an extraordinarily complimentary comment towards this In-Service training.

Patrol Procedures: Emergency Entry							
n = 474							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1.7%	0.0%	0.0%	1.1%	23.4%	73.8%	4
The trainer(s) were knowledgeable in the topic.	1.7%	0.0%	0.2%	0.6%	20.6%	76.8%	4
Overall, the interaction between the trainer and the class was positive.	1.7%	0.0%	0.0%	0.9%	21.9%	75.5%	4
The following Patrol Procedures training sessions were a good use of my training time: Emergency Entry Classroom	1.5%	0.4%	1.9%	4.7%	29.8%	61.6%	8
The following Patrol Procedures training sessions were a good use of my training time: Emergency Entry Skill Builders	1.1%	0.2%	1.6%	3.7%	30.6%	62.8%	39

In the additional comments section of the survey, numerous people provided complimentary comments towards this year's In-Service training in general and several people specifically to the Emergency Entry training. Some of the general themes noted were the usefulness of the material (particularly for patrol), the trainers' expertise and patience, the collaboration between instructors and programs, and advancements in curricula. In regards to this training specifically, people noted appreciation for the quality instruction, training content, and/or relevance to the officers' training needs. Two people suggested that the training cover the decision making process more extensively and another noted the use of a PowerPoint would have been helpful. One person noted this training was not applicable to investigators.

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. Of those that marked lower levels of learning gains, the vast majority rated the training highly in general and noted having a clear understanding of the emergency entry team roles and when to utilize emergency entry. Most also noted feeling prepared to assist on an emergency entry team. Those in this subgroup may already be

more familiar with the emergency entry procedures. 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 = 474						
	Very Little		Moderate		Lot	Missing
	(1)	(2)	(3)	(4)	(5)	
How much did this class increase your knowledge in emergency entry procedures?	1.3%	2.1%	24.0%	30.8%	41.8%	7

Most reported moderate or greater amounts of understanding of the various roles that comprise the emergency entry team (approximately 99 percent) as well as when to utilize emergency entry (99 percent). Of those that marked lower levels of understanding, they all rated the training highly in general and some noted having a clear understanding of when to utilize emergency entry (so parts of the training may have just been less clear for them). Most also noted feeling less prepared to assist on an emergency entry team.

Nearly all of the respondents (99 percent) reported being at least moderately prepared to assist on an emergency entry team.

Patrol Procedures: Emergency Entry							
n = 474							
	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?	0.2%	0.2%	0.9%	7.9%	31.5%	59.4%	4
Do you have a clear understanding of when to utilize an emergency entry?	0.0%	0.2%	0.4%	8.5%	31.7%	59.1%	4

Patrol Procedures: Emergency Entry						
n = 474						
	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?	0.4%	0.4%	7.2%	29.9%	62.0%	3

A few people provided comments regarding the need for more Patrol Procedures training time and/or future training requests that could pertain to Patrol Procedures. The suggestions pertaining to future training included having more training on building clears, emergency entry, “slumper” type scenarios (individual control and force decision making scenarios), and crime scene investigations. One person expressed appreciation for the standardized process and suggested creating that for additional patrol concepts would be helpful.

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, as well as through discussions with the lead instructors and command staff.

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

Summary

The findings support this class was very well conducted and greatly appreciated by members. It was noted that the reduction of scheduled time, compared to the 2020 Emergency Entry In-Service class scheduling, and the use of online training for part of the curriculum was less effective. Overall, the results still indicated the training significantly increased members’ knowledge and skill levels for conducting an emergency entry. The results suggest additional training in building clears, emergency entry, force decision making scenarios, and crime scene investigations may be beneficial.

PATROL PROCEDURES SCENARIO: SERIOUS ASSAULT IN PROGRESS

Overview

In this scenario, officers were dispatched to a home where the caller has reported that their ex-partner whom they have a restraining order against is trying to break into their apartment. The caller is hiding in a closet with their child. 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 the opportunity to establish a custody team, contact team, formulate an emergency entry plan, and work to attempt to resolve the situation.

This training stemmed from Patrol Procedures lead instructors, external stakeholder feedback, the Procedural Justice Program, and the 2019 and 2020 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

- Respond to a critical incident consistent with training (ROADMAP, 4Cs).
- Apply the two prong analysis to determine if an emergency entry is the appropriate response.
- Form an emergency entry team.
- Demonstrate emergency entry 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

Overall the students performed well in this scenario, utilized good tactics, and demonstrated sound decision making. There were no trends identified pertaining to areas of difficulty. It was noted that approximately 25 percent of the students chose to utilize a CEW in this scenario. This was an

acceptable response, although if the CEW deployment had failed it could have posed a safety risk in this particular situation.

Survey Results: Student Feedback

Five survey items pertaining to this 2021 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 359 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 (73 percent strongly agree, 26 percent agree), and the trainer(s) were knowledgeable in the topic (75 percent strongly agree, 23 percent agree). In the open-ended survey item to gather additional comments, numerous people provided comments in appreciation for this year's In-Service training. A few people expressed appreciation for the scenarios specifically, noting that they were well designed, practical, thought provoking, and the debriefs were helpful. A few others suggested the following would enhance the scenario training: having all the evaluators stay for the full debrief, shortening the debriefs, making the scenarios more realistic in terms of timing and what equipment one would have, including a patrol sergeant as one of the instructors, making them applicable to investigators, shorter scenarios, and providing hearing protection for the breaching.

Patrol Procedures - Scenario Training							
n = 359							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.6%	0.0%	0.0%	0.8%	25.7%	72.9%	1
The trainer(s) were knowledgeable in the topic.	0.3%	0.0%	0.3%	1.1%	22.9%	75.4%	1

The results for the debrief 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 (58 percent strongly agree, 35 percent agree) and the scenario was a good use of their training time (67 percent strongly agree, 28 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. Most of the rest rated the instruction highly. One person indicated it would be helpful for the scenarios to be set up with further realism as to call resources and timing. Several of these surveys

included comments that pertain to the investigators/other non-patrol finding most of the In-Service training in general less applicable to their job.

Patrol Procedures - Serious Assault in Progress Scenario							
n = 359							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The serious assault in progress scenario was a good use of my training time.	0.3%	0.8%	0.6%	3.1%	28.2%	67.0%	1
The debriefing after the scenario aided my learning.	0.6%	0.3%	0.6%	5.3%	35.0%	58.3%	2

In terms of the scenario meeting their learning needs, most indicated the scenario complexity was about right (90 percent) and only about 4 percent indicated more complexity may have better met their training needs.

Patrol Procedures - Serious Assault in Progress Scenario					
n = 359					
	Too Simple	About Right	Too Complex	Missing	
	(1)	(2)	(3)	(4)	(5)
For myself, the serious assault in progress scenario was:	0.6%	3.7%	90.4%	3.7%	1.7%
					5

Related On-the-Job Outcomes

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

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

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 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.

The results do not indicate any current future training needs that are specific to this scenario. However, the general suggestions pertaining to future scenario training planning are being taken into consideration.

PATROL PROCEDURES SCENARIO: DOMESTIC DISTURBANCE TURNED HOSTAGE

Overview

In this scenario, officers were dispatched to a domestic violence related assault. The subject is armed, under the influence of alcohol, distraught, and has threatened suicide in the past. This scenario provided an opportunity to practice crisis intervention, emergency entry decision making, critical incident response, and procedural justice skills. Officers had the opportunity to establish a contact team, practice teamwork, and formulate an emergency entry plan.

This training stemmed from Patrol Procedures lead instructor and Training Division management priorities, and the 2019 and 2020 training needs assessment reports.

Related Laws/Directives

- 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 to a critical incident consistent with training (ROADMAP, 4Cs).
- Apply the two prong analysis to determine if an emergency entry is the appropriate response.
- Form an emergency entry team.
- Demonstrate emergency entry tactics.
- 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

The students generally performed well in this scenario. This scenario was more complex and did not operate as well when there was not a supervisory level member as a part of the response team (since a supervisor would be involved in such a call on the job). Overall, the main challenges were over or under estimating risk, and the supervisory aspects of the scenario. It was noted that in approximately 5 percent of the scenarios, the students over estimated the amount of risk in the scenario. In these cases more energy was spent with mentally processing contingencies. This was not problematic per se and

still yielded an acceptable outcome. In up to 10 percent of the scenarios, students underestimated the amount of risk and were less cautious of hazards than ideal. Some of the latter may have been due to knowing it is just a scenario and guessing it is also an emergency entry scenario since they just completed the class on emergency entry. In approximately 10 percent of the scenarios, the supervisors had difficulties with their role. The most common themes were: not distributing important information to others if part of the communication team, being too involved in helping the officers and missing the broad view of the scene, and others being too uninvolved in the scenario leading to the supervisory role not being filled.

Procedural Justice Evaluation

The officers were scored based on their performance in this scenario in groups (typically the groups consisted of 12 officers) and the focus of the evaluation was how well they implemented procedural justice principles in their interaction with the victim. 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 victim to voice concerns and provide information. Of the 45 groups of officers who were evaluated⁶, 30 of them did not have any considerations noted pertaining to this principle and their interactions with the victim (67 percent), 14 of them only had minor considerations (31 percent), and 1 of them had significant considerations (2 percent).

PROCEDURAL JUSTICE: VOICE		
Evaluator's Response	Frequency	Percent
Significant Considerations	1	2
Minor Considerations	14	31
No Considerations	30	67
Total	45	

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, 26 of them did not have any considerations noted pertaining to this principle and their interactions

⁶ 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..

with the victim (58 percent), 18 of them only had minor considerations (40 percent), and 1 of them had significant considerations (2 percent).

PROCEDURAL JUSTICE: NEUTRALITY		
Evaluator's Response	Frequency	Percent
Significant Considerations	1	2
Minor Considerations	18	40
No Considerations	26	58
Total	45	

The third principle, respect, pertained to the officer's ability to demonstrate respect throughout the interaction (both in communications and response). Of the 45 groups who were evaluated, 39 of them did not have any considerations noted pertaining to this principle and their interactions with the victim (87 percent), and 6 of them only had minor considerations (13 percent).

PROCEDURAL JUSTICE: RESPECT		
Evaluator's Response	Frequency	Percent
Significant Considerations	0	0
Minor Considerations	6	13
No Considerations	39	87
Total	45	

The fourth principle, trustworthiness, pertained to the officer's ability to maintain a professional and empathic demeanor, as well as following through. Of the 45 groups who were evaluated, 29 of them did not have any considerations noted pertaining to this principle and their interactions with the victim (66 percent), 15 of them only had minor considerations (34 percent), and the score was left blank for 1 of the groups.

PROCEDURAL JUSTICE: TRUSTWORTHINESS		
Evaluator's Response	Frequency	Percent
Significant Considerations	0	0
Minor Considerations	15	34
No Considerations	29	66
Total (Missing 1)	45	

Scenario Scoring Summary

In regards to the application of procedural justice skills, most groups were able to implement the procedural justice principles with minor to no considerations which is indicative that their performance met most of the guidelines in the grading rubric. Areas for improvement were also noted. Of the forty-five groups of officers who were evaluated⁷, twenty of the groups completed the scenario without any considerations noted, in twenty-three of them evaluators noted minor concerns, and in two of them evaluators had noted area(s) where performance could be improved significantly.

Although not an exact comparison as the 2020 In-Service only included part of the sworn membership due to the training being interrupted and the scenarios being different, the 2021 results do suggest there may be some improvement in the implementation of the respect and trustworthiness procedural justice principles in interactions with the victim. It appears that there is still substantially less voice applied during interactions with the victim compared to the suspect. The ratings for the interaction with the victim were lowest in neutrality which points to a lack of transparency while communicating with the victim beyond getting information the officers needed during the scenarios. However, some of the groups performed very well in this area. The ratings were highest in the treatment of the victim under the respect pillar, conveying the amount of dignity displayed by officers.

Survey Results: Student Feedback

Five survey items pertaining to this 2021 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 359 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 (73 percent strongly agree, 26 percent agree), and the trainer(s) were knowledgeable in the topic (75 percent strongly agree, 23 percent agree). In the open-ended survey item to gather additional comments, numerous people provided comments in appreciation for this year's In-Service training. A few people expressed appreciation for the scenarios specifically, noting that they were well designed, practical, thought provoking, and the debriefs were helpful. A few others suggested the following would enhance the scenario training: having all the evaluators stay for the full debrief, shortening the debriefs, making the scenarios more realistic in terms of timing and what

⁷ 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.

equipment one would have, including a patrol sergeant as one of the instructors, making them applicable to investigators, shorter scenarios, and providing hearing protection for the breaching.

Patrol Procedures - Scenario Training							
n = 359							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	0.6%	0.0%	0.0%	0.8%	25.7%	72.9%	1
The trainer(s) were knowledgeable in the topic.	0.3%	0.0%	0.3%	1.1%	22.9%	75.4%	1

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 (53 percent strongly agree, 36 percent agree) and the scenario was a good use of their training time (56 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, most rated the instruction highly. Some are in the same group that rated the other scenario lower for being a good use of training time and several of the related comments pertain to the investigators/other non-patrol finding most of the In-Service training in general less applicable to their job. One noted the debriefs being too long.

Patrol Procedures - Domestic Disturbance Turned Hostage Scenario							
n = 359							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The domestic disturbance turned hostage scenario was a good use of my training time.	0.3%	0.8%	0.6%	5.9%	36.0%	56.4%	1
The debriefing after the scenario aided my learning.	0.6%	1.4%	0.3%	8.7%	36.3%	52.8%	1

In terms of the scenario meeting their learning needs, most indicated the scenario complexity was about right (93 percent). About 2 percent indicated more complexity may have better met their training needs and approximately 5 percent indicated the scenario may have been too complex.

Patrol Procedures - Domestic Disturbance Turned Hostage Scenario						
n = 359						
	Too Simple		About Right		Too Complex	Missing
	(1)	(2)	(3)	(4)	(5)	
For myself, the domestic disturbance turned hostage scenario was:	0.3%	2.0%	93.3%	3.7%	0.8%	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 feedback surveys and discussions with the lead instructors and command staff.

As a part of the Training Division's evaluation of integration 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. This information is 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. It appears that most people obtained valuable learning gains from the scenario. The findings support continuing to integrate threat assessment, supervisory components of critical incidents, and procedural justice components into future scenario training.

POLICE VEHICLE OPERATIONS

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 2021 In-Service, the Police Vehicle Operations session focused on refreshing officers on pursuit management 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 pursuit directive.

This training plan stemmed from updates in the Pursuit Directive, perishability of skills for deploying stop sticks, training program managers' and lead instructors' priorities, and the 2019 and 2020 training needs assessment processes.

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 vehicles.
- Demonstrate a safe and effective deployment and removal of stop strips.
- 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

End of Day Knowledge Test

The end of day knowledge test included three questions pertaining to this class. The questions were in regards to when law enforcement can utilize pursuits.

Results

Overall, people did extremely well on these test questions, with an accuracy rate of 96 to 100 percent.

The following provides the test results for these questions.

Test Results			
n = 735			
	Percentage that Received Full Credit for the Question	Frequency of Response Options	Percent of Responses
Except for when a pursuit exception has been given, to initiate a pursuit of a suspect fleeing in a vehicle you must have reasonable suspicion that the suspect committed what type of crime?	100%		
A car that fails to stop for you		1	0
A felony person crime		734	100
A misdemeanor person crime		0	0
A felony property crime		0	0
Which of the following are exceptions for when you can engage in a pursuit? (Select all that apply)	96%		
Reckless, puts others in immediate danger of death or serious physical harm, shows disregard for human life prior to our involvement		713	97
Stolen car		6	1
Extraordinary Circumstances		725	99
Suspect in shoplift		5	1
True or False? For a pursuit, members must always be able to articulate why the benefit of capture outweighs the risk to the community.	100%		
True		733	100%
False		2	0%

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 20 percent of the students struggled with performing this task.

Survey Results: Student Feedback

Six survey items pertaining to the 2021 Police Vehicle Operations training were included in the student feedback survey. The items focused on gaining feedback on the instruction, whether the training was a good use of time, their overall satisfaction with the training, and their current confidence level in deploying spike/stop sticks and applying the Pursuit Directive on the job.

In total there were 474 completed surveys. Overall, the results indicate that this training was very well conducted. There was a high level of agreement among the respondents that the trainer(s) were organized and well prepared (76 percent strongly agree, 21 percent agree) and were knowledgeable in the topic (78 percent strongly agree, 20 percent agree). Furthermore most of the respondents felt that the interaction between the trainer and the class was positive (80 percent strongly agree, 18 percent agree).

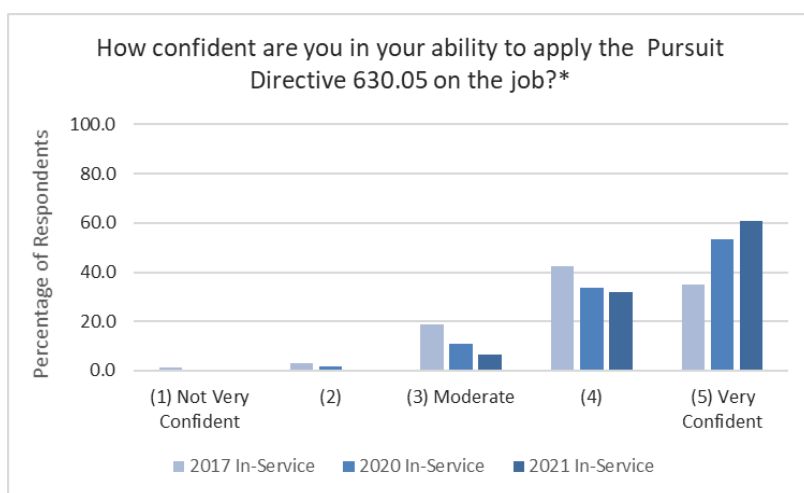
Most also agreed that the training was a good use of their training time (55 percent strongly agree, 28 percent agree), although the results were slightly more mixed. Of those that marked some level of disagreement, it appears as though several of them may have misread this particular scale. Their ratings for this scale were “strongly disagree” through the entire survey and some of them provided comments about it being excellent training. Among the others in this group, they all rated the instruction well. In the comments section, it was noted that some of the training just isn’t as applicable to some assignments. A few people noted various concerns, such as the perishability of some of the skills, the constant changing of training methodology or policy (e.g. pursuit policy) that makes it difficult to learn and/or feel training is worthwhile, and the COVID restrictions limiting what training could be done (particularly for Police Vehicle Operations and Control Tactics).

Police Vehicle Operations							
n = 474							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1.7%	0.0%	0.4%	1.1%	20.9%	75.9%	1
The trainer(s) were knowledgeable in the topic.	1.7%	0.0%	0.0%	0.4%	19.9%	78.0%	2
Overall, the interaction between the trainer and the class was positive.	1.7%	0.0%	0.0%	0.4%	18.0%	79.9%	2
The class was a good use of my training time.	1.9%	1.5%	2.6%	10.6%	28.1%	55.3%	4

In the additional comments section of the survey, numerous people provided complimentary comments towards this year's In-Service training in general and several people specifically to the Police Vehicle Operations training. Some of the general themes noted were the usefulness of the material (particularly for patrol), the trainers' expertise and patience, the collaboration between instructors and programs, and advancements in curricula. In regards to the Police Vehicle Operations training specifically, they expressed appreciation for the refresher training on the policy and spike strips, the engaging presentation which provided good clarification for the pursuit policy, and the supportive instruction style. A few people noted concerns regarding the COVID limitations impacting the training, one person suggested providing more information regarding the inherent dangers with spike strips deployment may be beneficial, and two people recommended including a member of Professional Standards to discuss pursuits.

Nearly all of the respondents (99 percent) reported moderate or greater levels of confidence in applying the current Pursuit Directive on the job. Over time, the Training Division is seeing greater confidence levels in applying this directive in correlation with the additional training in this topic. The 2021 In-Service attendees noted substantially greater confidence levels compared to in 2017. Of the

few that marked lower confidence levels in this area, all of them rated the instruction well. Two of them noted lower confidence levels in spike strips as well. Two comments indicated some potential



challenges pertaining to broader Bureau-level inconsistencies pertaining to pursuits. One noted not working a patrol assignment.

Police Vehicle Operations							
n = 474							
	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?							
2021 Results	0.4%	0.4%	6.4%	32.0%	60.8%		2
2020 Results	0.5%	1.8%	11.0%	33.5%	53.2%		1
2017 Results*	1.1%	2.8%	18.6%	42.5%	34.9%		28

*Note: Slightly different wording was used in 2017 since the directive had just gone through a substantial change. The wording was "How confident are you in your ability to apply the new Directive?" Also, one person marked between "moderately confident" and "4". Their score is not reflected in the percentages.

Approximately 99 percent reported moderate or greater levels of confidence in deploying spike/stop sticks on the job as well, although the overall strength of confidence was slightly lower compared to applying the pursuit directive. Of the few that marked lower confidence levels in this area, two of them noted lower confidence levels in pursuits as well. All of them rated the instruction well and one noted not working a patrol assignment.

Police Vehicle Operations							
n = 474							
	Not at all Confident		Moderately Confident		Very Confident		Missing
	(1)	(2)	(3)	(4)	(5)		
How confident are you in your ability to deploy the Spike Strips on patrol?	0.4%	0.6%	11.0%	25.2%	62.7%		2

A few respondents provided comments expressing the need for their Police Vehicle Operations skills training time and/or specific future training needs. Included in the suggestions for future training were Box in (including situations where the suspect is spinning tires), and information regarding the limitations of spike strips and Box in usage on certain vehicles.

Related On-the-Job Outcomes

All 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.

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 results 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, Box in, and information regarding the limitations of spike strips and Box in usage on certain vehicles.

Overview

In 2021, the Portland Police Bureau's Training Division had recently acquired the VirTra system to deliver scenario based training with an emphasis on de-escalation, use of force decision making and proficiency with various force options available to members. VirTra is a virtual training simulator that places participants in real world situations with multiple responses or outcomes based upon the decision making and performance of the student.

During the 2021 In-Service, members were oriented to this equipment in order to prepare members for the use of it in future training sessions and further determine how it could be best utilized for scenario training.

Related Laws/Directives

- 1010.00 Use of Force
- 1010.10 Deadly Force and In-Custody Death Reporting and Investigation Procedures
- 315.30 Satisfactory Performance

Learning/Performance Objectives

- Understand what the VirTra system is.
- Understand the system's capabilities and limitations.

In-Class Learning Assessment

There were no formal learning assessments conducted for this session.

Survey Results: Student Feedback

Six survey items pertaining to this training session were included in the student feedback survey. The items focused on gaining feedback on the instruction, how the system operated, and whether they thought it could be a beneficial learning tool.

In total there were 359 completed surveys. Overall, the results indicate that this training was well conducted. There was a high level of agreement among the respondents that the expectations regarding the Training Division's planned use of the simulator were properly explained by the instructor (56 percent strongly agree, 37 percent agree).

Although more mixed, most agreed that the scenario simulator will be a beneficial tool for future trainings (49 percent strongly agree, 28 percent agree). In addition to the scaled response survey item for this, the survey included a comments section to gather information regarding what they thought the VirTra simulator will be most helpful for. Comments were provided in 241 of the surveys. The

main themes were for decision making, active threat, accuracy in shot placement, threat assessment (such as shoot/don't shoot), situational awareness (including 270-360 degree awareness), more opportunities to provide additional scenario training, managing under stress, quick decision making, and use of force training. Others mentioned for the Advanced Academy training, community education, conducting multiple scenarios back to back, weapon transitions, group scenarios, use of force encounters involving moving subjects, addressing multiple threats, large scale/complex scenarios, reaction speed awareness and practice, scenarios that are too time or resource intensive to set up live, multi-tasking, low frequency high risk situations, report writing, partner communication and coordination (including avoiding crossfire), building clears and other tactics, providing more scenario training time (e.g., using down time during regular trainings or in addition to regular training time), communication incorporating procedural justice principles, basic scenarios, and rapidly changing scenarios. A few people indicated that they did not see a good use for it or expressed they were not certain about their thoughts on it.

Virtra Simulator							
n = 359							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
Overall, I think the scenario simulator will be a beneficial tool for future trainings.	1.4%	2.3%	3.7%	15.5%	28.2%	48.9%	5
The expectations regarding the Training Division's planned use of the simulator were properly explained by the instructor.	0.3%	0.3%	0.8%	5.4%	36.8%	56.4%	6

The results were also somewhat mixed, although mostly positive, regarding whether the simulator operated well throughout the scenario and appear to be properly calibrated, and whether the use of force tools synchronize effectively with the simulator. Approximately 43 to 46 percent of the respondents indicated it worked very well. The rest indicated some level of difficulty with their rating of simulator but only 8 to 9 percent suggested substantial issues (ratings lower than “moderately”).

In addition to the scaled response survey item for this, the survey included a comments section to gather information regarding what did not work well the VirTra simulator. A total of 154 comments were provided. Approximately fifty of them noted either the question was not applicable for them or that the equipment worked well.

Others noted various challenges such as the limitations pertaining to space and interacting with a computer screen, glitches in the programming, limitations of pre-programming, weapon issues (such as with the calibration, misfires, not working), the screen view changing at times in a manner that was confusing, less ability for meaningful interaction, the cover and movement response options not

aligning well with current training, it not inducing enough stress realism, the lack of feedback from the computer programming, weapons not operating realistically (e.g. requiring reloads), inaccurate shot placement, the communication limitations with interacting with a computer, and confusion with the simulated transitions on the screen. A couple people expressed concerns that the limitations could reinforce police responses that are contrary to the Training Division's goals. A few people noted going through additional scenarios would have been helpful.

Virtra Simulator							
n = 359							
	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 simulator operate well throughout the scenario and appear to be properly calibrated?	1.1%	4.0%	2.8%	16.8%	29.3%	45.9%	8
Did the use of force tools synchronize effectively with the simulator?	2.0%	4.0%	3.1%	21.7%	26.2%	43.0%	8

Related On-the-Job Outcomes

This section is not applicable to this In-Service session, as the main purpose was an orientation to the equipment.

Summary

Overall, the findings support this training session was well conducted and served the purpose of orienting members to this equipment and gathering additional information that can be used for future training planning.

2021 In-Service Knowledge Test Questions

The correct answers are highlighted in yellow.

According to Directive 1010.00, when shall members target lower-center mass with front shots while deploying a CEW?

At all times

When tactically feasible and time reasonably permits

At all times, except when the subject's clothing is likely to prevent the effects of the CEW

Members shall not use less lethal weapons on certain persons (known to be or obviously under 15, known to be or obviously pregnant persons or those that are known to be or obviously medically fragile) except under what circumstances?

The person is armed with a deadly or dangerous weapon

The person is about to commit suicide

The person has a felony warrant

The person is in the act of causing harm to themselves or others

True or False? For a pursuit, members must always be able to articulate why the benefit of capture outweighs the risk to the community.

True

False

Except for when a pursuit exception has been given, to initiate a pursuit of a suspect fleeing in a vehicle you must have reasonable suspicion that the suspect committed what type of crime?

A car that fails to stop for you

A felony person crime

A misdemeanor person crime

A felony property crime

Which of the following are exceptions for when you can engage in a pursuit? *(Select all that apply)*

Reckless, puts others in immediate danger of death or serious physical harm, shows disregard for human life prior to our involvement

Extraordinary Circumstances

Stolen car

Suspect in shoplift

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)*

ORS 133.033 Peace Officer Community Caretaking Functions

ORS 133.535 Permissible Objects of Search and Seizure

ORS 133.663 Disputed Possession Rights

PPB Directive 631.60 Emergency Entries

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

Breacher

Clearing officers

Rear security

Team leader

What are some of the reasons to utilize the Thumb Pectoral Index?

To be able to shoot at a distance

To create a consistent and stable shooting platform

To minimize back stop issues

To target the upper chest of a subject presenting a deadly threat

HB 4301 and Directive 1010.00 authorize a police officer to use a neck hold to make a lawful arrest when a police officer has probable cause to believe the person has committed a crime:

True

False

HB 4301 and Directive 1010.00 authorize a police officer to use a neck hold in self defense or in defense of another against what they reasonably believe to be an immediate threat of death or serious physical injury:

True

False

Rubric for scenario scoring: Person in crisis armed and inside home with child – Scoring done on interaction with victim leaving home

This rubric will be utilized to guide the scoring of the person in crisis scenario conducted during the 2021 In-Service. The scoring will only focus on procedural justice aspects of the scenario and will be utilized, in combination with other evaluation results, to help assess training needs pertaining to external procedural justice. This scenario is an all-play scenario involving up to 12 responding officers, therefore the unit of analysis will be the group versus individual officers. This rubric is consistent with the rubric utilized during the 2019 In-Service, only slight wording changes have been made to account for the group versus individual focus. The scoring will focus on how responding officers interact with the victim (i.e. the individual who has called the police and fled the location). Patrol Tactics leads for this scenario have been instructed to prevent the responding officers from “administratively” assigning a person to the victim.

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 (i.e. lock victim in patrol car without discussion or opportunity to address concerns or similarly ignore victim).	Officer(s) demonstrate receiving and/or creating opportunity for the subject to voice concerns and provide information. BUT These opportunities are limited or purely instrumental (i.e. only attempting to get information from the subject and not addressing their concerns).	Officer(s) demonstrate receiving and/or creating opportunity for the subject to voice concerns and provide information. AND Officer(s) address subject’s concerns by listening to them and attempting to address them (to the extent possible given the scenario).

Circle Appropriate Grade (i.e., significant consideration, minor consideration, no consideration) – feel free to make notes

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 or otherwise solicit information on the subject's concerns.</p> <p>OR</p> <p>Officer(s) blame or otherwise judge the subject for the behavior of the suspect.</p>	<p>Officer(s) conducts the collection of information but provide no explanation of their actions</p> <p>OR</p> <p>Officer(s) conduct the collection of information and provide an explanation of their actions which is insufficient or otherwise presented in a manner which does not convey neutral decision-making (i.e. provides an explanation using police terminology which might not be understandable to a lay person).</p>	<p>Officer(s) conducts the collection of information</p> <p>AND</p> <p>Provides the subject an explanation of actions in a fair and neutral manner which is also articulated in such a manner as to be understandable to non-police person.</p>

<p>Respect</p> <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/or response).</p>	<p>Officer(s) demonstrate respect throughout the interaction (in communications and response). BUT The conversation is overly professional/technical in nature (i.e. "Just the facts") OR The main contact is respectful but other officers in the area are engaging in disrespectful or unprofessional conduct (i.e. joking or engaging in actions which might offend the subject)</p>	<p>Officer(s) demonstrate respect throughout the interaction (in communications and response). AND All officers maintain a professional demeanor (do not engage in horse play etc.) AND Officers do not engage in unprofessional conduct.</p> <p>NOTE: Historically there has not been emphasis on this aspect of scenarios (i.e. no joking when not engaged in main portion of the scenario). This is an opportunity to shore up this deficiency.</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.	Officer(s) maintains a professional and empathic demeanor and follows through. BUT Officer(s) do not display or articulate any empathy for the subject (i.e. understanding the trauma of having the person's child in the location with the subject).	Officer(s) maintain a professional and empathic demeanor and follows through. AND Officer(s) are able to articulate concern for the well-being/mental state of the subject (i.e. concern about the child).

Appendix C: Overall In-Service Satisfaction Results Over Time

Overall, how satisfied or dissatisfied are you with this In-Service training?								
In-Service Session	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***
2021	0%	0%	0%	5%	42%	52%	22	359

* 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.

PORTLAND POLICE BUREAU
TRAINING DIVISION

14912 NE Airport Way • Portland OR 97230

www.portlandpolice.com

