

ADJUSTING EXISTING FIELD TRAINING ACTIVITIES AND STEPS TO BETTER REFLECT EVIDENCE (SOME PRELIMINARY IDEAS)

Below are commonly listed items in many agencies' field training guides/workbooks that describe specific types of incidents and activities for which officers must demonstrate competency during field training. Such workbooks might come in different forms, but usually include standard operating procedures for each activity or incident as a guide for officers to use. Officers are assessed based on these standards. In this demonstration, we are working with one agency to unpack the various requirements and components of their field training guide (Column A) to see how activities might be adjusted or supplemented to include more concepts to reflect research findings on effective and fair strategies (Column B). This list reflects preliminary ideas and is not all-inclusive. The MDP team welcomes comments.

	(A) Activities for which officers in field training must show competency.	(B) Additions or adjustments to these requirements that incorporate knowledge and skills that reflect what we know are effective skills to reduce and prevent crime.
Accident Investigation	Incorporates operational procedures for traffic crash investigations and traffic enforcement.	Learn how crime analysis can identify problem intersections and roadways; conduct problem-solving (SARA) or environmental (CPTED) analysis of hot spots of traffic or pedestrian accidents.
Adult Arrests	Incorporates operational and legal procedures for arrests, prisoner transport, public intoxication, and writs/warrant service.	Add information to and research findings on how officer treatment of suspect during an arrest may be connected to the arrestee's later recidivism. Or, could assess officers on ability to address repeat offending and use arrests strategically for focused deterrence initiatives like Ceasefire or pulling levers. Positive performance might be measured by the reduction in arrests, if met with a reduction in crimes and calls for service, or by the diversion of an individual from being arrested (for example, some juveniles who might benefit more from diversion than arrest).
Alarms and Building Searches	Operational procedures for vehicle/foot patrol, checking the premises, reporting requirements, and clearing alarm calls.	For repetitive alarm problems, workbooks might incorporate additional guidance on basic problem-solving skills to reduce repeat alarm calls.

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Assisting Other Agencies	Procedures in assisting other agencies during vehicle pursuit, metro transit issues, or incident commands. Includes but is not limited to working with child protective services, social services, and juvenile intake.	Lessons could also include exercises in dealing with crime problems that straddle borders (i.e., beats, sector, jurisdiction borders), and working with non-police entities to reduce problems at places. Officers might be assessed on their ability to connect problems from one system (e.g., subways) with crime problems outside of that system (e.g., burglary in residential areas nearby).
Beat Checks or Random Patrol	Operational procedures for formal and informal beat checks, as well as proper response to beat checks. Officers should review mobile databases daily and complete checks as many times as possible throughout the shift.	Learning about where hot spots are located from crime analysts. Could transition from beat checks to hot spots policing and proactive problem solving approaches in-between calls for service. May apply Koper Curve principle of 15 minute stops at hot spots between calls. Include lessons about the concentration of crime, where it concentrates, and how to effectively conduct hot spot policing in-between calls for service. Officers would also learn that even in high-crime places, 40-80% of time is not spent in a call for service or on an arrest.
Criminal Investigation	Operational procedures to investigate a crime, as well as responsibilities for crime scene control. Specific procedures for the investigation of burglary, robbery, and white collar offenses.	Officers may balance lessons about criminal investigation of an <i>individual</i> with criminal investigation of a <i>place</i> or problem. Officers might attempt a mini case of place activity. See Case of Places demonstration at http://cebcp.org/evidence-based-policing/the-matrix/matrix-demonstration-project/case-of-places/ . Officers could also use proactive followups for cases that do not receive investigative resources.
Destruction of Property	Incorporates department procedures for field reporting as well as criminal investigations related to destruction of property. Also consists of items to include in written report.	Crimes that happen frequently, especially when related to property, may present good opportunities for problem-solving exercises (for example, using a CPTED or POP exercise to address the root of this problem). Learn about links between physical and social disorder and crime, and order maintenance/quality of life policing.

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Domestic Violence	Departmental procedures include waiting for possible backup to arrive, determining what happened, determining if probable cause exists and making an arrest if it does, and providing victim services to the remaining parties.	Add to the SOPs more information that reflects research on the effectiveness of arrest and other responses to domestic violence. For example, research has indicated how an officer treats an offender or victim may reduce victimization and recidivism. Checklists may also prove useful here in supporting domestic violence cases. May also explore the connection between firearms availability and domestic homicides.
Drug and Vice Offenses	Responsibilities include the detection, arrest, and prosecution of individuals engaged in the illegal use and sale of controlled substances, illegal gambling, prostitution, pornography, and alcohol violations.	More information about what we know works/doesn't work in policing drugs, alcohol, etc., including POP guides or quick reviews of the research (e.g., Mazerolle's review on what works in street level drug enforcement). Officers might also try smaller-scale activities that reflect principles from Drug Market Initiatives (see http://www.dmimsu.com/). Work with analysts, detectives and specialized units to identify drug corners and actors associated with those corners.
DUI Enforcement	Departmental procedures for identifying DUI offenders, approaching accidents or traffic stops, administering sobriety tests, and impounding vehicles.	Could use this as an opportunity for a SARA/POP exercise, especially if the jurisdiction has problem areas of DUI. Officers might identify underlying causes of DUI, map hot spots, and work on more targeted proactive enforcement activities. Officers may also be assessed on their knowledge about different approaches to proactive enforcement activities.
Juvenile Procedures	Operational procedures for juveniles taken into custody, as well as procedures for status offenses and serious habitual offender comprehensive action program	Traditional approaches emphasize proper procedures for juvenile arrest. Other skills that could be learned that reflect research might be juvenile diversion, reducing the potential for juvenile problems before they occur, learning when curfews work, and working with place-managers to provide more guardianship of hang-outs. Further information about juvenile justice, recidivism, and victimization might be provided for officers to understand this type of offending better.

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Missing Persons	Departmental procedures outlining the incident report to be completed for missing persons.	Here agencies might consider new research awareness about missing persons, as developed by the Scottish Institute for Policing Research. Officers might be required to simply review this material (see http://www.geographiesofmissingpeople.org.uk/)
Motor Vehicle Code	Incorporates department procedures for traffic offenses; including felony offenses, misdemeanor offenses, driver's license suspension or revocation, registration, reckless driving, signs and signals, lane usage, right-of-way, equipment, accidents, miscellaneous offenses, and speeding.	Could incorporate one-pagers concerning what we know about different types of strategies that use traffic stops to reduce crime, or even information educating officers about the problem of racial profiling in traffic enforcement. Officers might show competency in not only applying the motor vehicle code, but also competency in where they choose to carry out traffic enforcement and the service they provide during traffic stops. Officers might also learn other technologies to assist with traffic enforcement and also reduce potential bias, including LPR or speed cameras. Finally, officers might learn about procedural justice and fairness in conducting traffic stops, and how racial disparities might result from traffic stops.
Problem identification	[Not included in this recruit officer training manual.]	Interestingly, problem-identification (either proactively, or from existing calls for service) is not a competency included in field training guides and workbooks in many agencies. Problem identification is a more proactive approach to dealing with crime, and its exclusion reflects a common focus on reactive, individual approaches.
Response to Crimes in Progress	Response procedures for emergency vehicle operations as well as communication with the dispatcher.	Research knowledge on safety and seatbelt wearing are especially important here. Additionally, new research regarding response to mass shootings and in-progress events regarding mitigating harms would also be helpful.
Vehicle Impounds	Incorporates department procedures for parking enforcement, impound procedures, Lojack tracking, and combating auto-theft.	Instructional material regarding using license plate recognition, auto and auto theft, as well as a possible POP guide. Include information or tips about the detection of stolen vehicles and prevention of vehicle theft. Could also include learning about hot spots of auto theft and recovery,

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		types of automobiles most often stolen, and ways of detecting stolen autos.
<p>Your agency items here Your agency might have other items that it grades officers on in field training. List them here.</p>	<p>Summarize what this requirement is, what information the officer is required to read, and how the officer is assessed (what is he or she required to do to show competency in this area).</p>	<p>Likely, Column A will include procedural requirements and assessments (process of making an arrest, submitting evidence, writing a particular report, responding accurately and according to SOPs). Given principles of effective crime control (for example, as found in the Matrix), or given principles of more proactive processes (for example, SARA, CPTED, etc.), how can this item be adjusted, so that an officer in field training can obtain a more balanced field training experience in both procedural and research knowledge about policing?</p>