

Field Training Models used by Sheriff's Departments

In the State of Wisconsin

by

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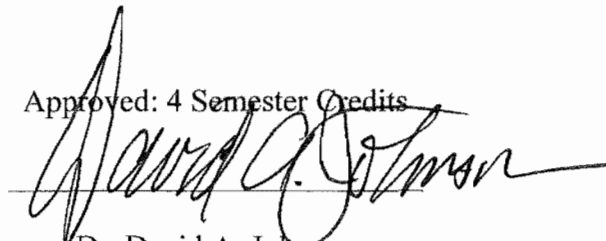
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A handwritten signature in black ink, appearing to read "David A. Johnson", written over a horizontal line.

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Abstract

It was unknown if the seventy-two sheriff's departments in the State of Wisconsin were utilizing a formal field training model to train new patrol deputies. Surveys were mailed to the seventy-two sheriff's departments to determine if a formal field training model was being utilized. The survey also identified what approach was being used for field training if a formal field training model had not been implemented. The study identified which field training models were in use by Wisconsin Sheriff's Departments and what field training methods were used by Wisconsin Sheriff's Departments that did not use a field training model.

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Chapter One: Introduction

The State of Wisconsin mandates the use of standards curriculum to train certified law-enforcement officers. Although the certification curriculum is standardized, field-training programs for patrol deputies working for Wisconsin Sheriff's Departments vary considerably.

As an example of the variation in field training programs for patrol divisions, one sheriff's department had a formalized field-training program for almost twenty years, while a bordering county had a formalized field-training program for only three years.

Statement of the Problem

It is unknown if the seventy-two sheriff's departments in the State of Wisconsin are utilizing a formal field training model to train new patrol deputies.

Purpose of the Study

The purpose of this study is to determine if Wisconsin Sheriff's Departments are utilizing a formal field training model. The study will also be used to identify the type of field training used if a formal field training model has not been implemented.

When the data from this research is compiled, this paper will allow Wisconsin Sheriff's Department trainer to determine how their field training programs compare to other sheriff's departments.

This information may also aid Wisconsin Sheriff's Department trainers to improve their field training programs by providing quantitative data that can be presented to the field training supervisor.

Assumptions of the Study

The assumption of this study is that there are a wide variety of field training methods being utilized by the seventy-two sheriff's departments in the State of Wisconsin.

Limitations of the Study

One of the major limitations of this study could be the lack of survey responses from the seventy-two sheriff's departments in the State of Wisconsin. Without having a large number of surveys returned, the ability to determine if field training methods are being utilized will be challenging

Definition of Terms

FTO. Field Training Officer is a police officer with vast work experience and is responsible for the training and evaluating a junior or probationary level officer.

NRT. Used in reporting to identify if a trainee is Not Responding to Training.

Patrol Division. A division of law enforcement within a sheriff's department that enforces traffic laws, responds to calls for service, and assists other law-enforcement agencies.

PTO Model. Police Training Officer Model of training based and designed on problem based learning. This model was designed by COPS (Community Oriented Policing Services), a program of the U.S. Department of Justice in the late 1990's.

San Jose Model. The first formalized police field training model in the United States, deployed by the San Jose, California Police Department.

Methodology

Research for this study was conducted over a period of twelve months. The foundation for the research was the desire for an understanding of the field training methods being used in Wisconsin Sheriff's Departments.

Information was not readily available to enable Wisconsin Sheriff's Departments to understand the type of field training currently utilized by sheriff's departments. The research was conducted by preparing a survey that was sent to each of the seventy-two Wisconsin Sheriff's Departments. The survey was distributed in August 2010 and returned in September 2010. Data were populated into a spreadsheet and sorted various ways. Charts were prepared to visualize the variations between formal field training models in informal training programs.

Summary

The remainder of the paper will provide insight into the key elements of the process of law enforcement field training and field training for deputies of Wisconsin Sheriff's Departments. The research will review a variety of models and their phases. Findings from the surveys sent to all seventy-two Wisconsin Sheriff's Departments are reported in graphical presentation and narration. The summary will provide information on patrol field training currently used in Wisconsin and discusses recommendations.

Chapter Two: Literature Review

The literature review is comprised of five sections. The first section briefly outlines the history and design of field training programs for law enforcement in the United States. The second section outlines the basics of the police field training model known as the San Jose Model. The third section covers how the San Jose Model has been modified from its original design. The fourth section identifies problems with the San Jose Model. The fifth and final section describes and outlines the Police Training Officer (PTO) model designed by COPS (Community Oriented Policing Services), a program of the U.S. Department of Justice.

Field Training

Before a formalized field training program was created in the United States, new law enforcement officers would be assigned to ride along with a senior officer. After two to three weeks of riding with a senior officer, which may have been a different senior officer each shift, the new officer would perform solo patrol. The new officer had to learn all the basics of being a police officer in two weeks. This mentality usually lead to an officer “sinking or swimming” once they went to solo patrol (Michigan N.A.F.T.O., 2008). A formalized police field training program was not established until 1972, almost 127 years after the first police department was established in the United States (Hasegawa, 2007).

In the United States, police field training programs are used to train new law enforcement officers. New officers include officers who are just hired out of college and have no police experience and experienced officers who take employment with a new police agency.

Field training programs usually consist of multiple phases, which are broken down into an introduction, training and evaluation, and a final phase (Glensor, Peak, and Pitts, 2008).

During the introduction phase, new officers learn laws and department policies. After the introduction phase, new officers progress to training and evaluation where the new officer is introduced to numerous situations encountered by patrol officers, while being supervised by a field training officer. At the final phase of field training, a field training officer will act as an observer and allow the new officer to handle all situations. The only time the training officer will intervene is when it is necessary to preserve the new officer's safety, when the new officer has come to an impasse dealing with a situation, or if the new officer is violating policy and procedure.

Another common feature of a police field training program is to provide a specified amount of time with a field training officer before going to solo patrol work (Glensor, Peak, and Pitts, 2008). The amount of time spent with field training officers varies in field training programs, but time frames vary between 1 to 12 weeks.

San Jose Model

The first formalized field training program in the United States was developed by the San Jose Police, California, Poice Department (Michigan N.A.F.T.O., 2008). The field training program that was developed was based loosely on Skinner's Behavior Modification Methods and referred to as the San Jose Model. The San Jose Model was twelve weeks long and paired a new officer with a field training officer (FTO). The FTO would be an officer selected by their department to train new officers. The FTO is usually a highly motivated and knowledgeable officer in the police agency. A successful FTO

also exhibits adventure and a sense of humor. The FTO also needs to possess patience, good communication skills, and understanding (Bennett, 2001).

The FTO would ride in the passenger seat as the new officer drives. The FTO would also be responsible for completing a daily observation report, a weekly evaluation form, and step completion report. The daily observation report would be completed by the FTO during every shift of training. The daily observation report used to rate the new officers actions on thirty-one traits. The new officer's performance would be evaluated on a numerical scale with one (lowest) through seven (highest) for each trait.

The daily observation reports would allow the FTO to assess areas that the new officer may excel or be deficient. An FTO would work with the new officer in the deficient area(s). If the new officer continued to score low in the same categories, the form would be marked as NRT (not responding to training) and the new officer could be released from employment.

The FTO would also be tasked with completing a weekly evaluation report at the end of each training week. The weekly evaluation report would give an average score of all the categories listed on the daily observation report. The FTO would also list areas of strength and weakness of the new officer over the week of field training.

The step completion report would be completed by the FTO to document strength and weaknesses of the new officer. It would also suggest what training would help the new officer excel and would also ask the FTO if the new officer should progress to the next training phase of the San Jose Model.

San Jose Model-Modified

Since the creation of the San Jose Model, other training programs have been created. Some departments have taken a number of the concepts from the San Jose model and created their own field training programs.

Field training programs that use the basic concepts of the San Jose Model, such as the field training program designed by Sokolove and Locke, still have a new officer ride with an FTO. Sokolove and Locke's program would be completed over a fourteen week period. The fourteen weeks are broken down into four steps. The first three steps each last four weeks. During each of the three steps, a new officer will ride with the FTO. The FTO will be responsible for completing a daily observation report. The FTO will use the observation report to evaluate and rate a new officer on the following ten traits versus the thirty-one traits in the San Jose Model;

- Motor Vehicle Operation
- Geography
- Written Communication
- Cognitive Abilities
- Tactical Skills
- Telecommunications
- Knowledge of Laws
- Department Policies
- Traffic Enforcement
- Relationships

The new officer will be ranked one (not acceptable) to five (exceeds standards) on all ten traits. The FTO will complete a weekly observation report at the end of each week. If the new officer has demonstrated acceptable performance, the new officer will progress to the next step. If the officer does not have acceptable scores and has one or more NRT (s), the officer will enter remedial training for one week. If, after remedial training, the new officer is still unable to perform duties at an acceptable level, the officer may be released from employment.

After completing the three steps (12 weeks), the new officer will progress to the fourth step, called the shadow phase. The shadow phase is two weeks long and the FTO will act as an observer, allowing the new officer to handle all situations. The FTO will still complete daily observation reports and weekly observation reports, but the FTO will only intervene when necessary to preserve the new officer's safety, if the new officer has come to an impasse dealing with a situation, or when new officer is violating policy and procedure.

San Jose Model-Problems Identified

Although many law enforcement agencies in the United States have modeled their field training programs after the San Jose Model, COPS (Community Oriented Policing Services), a U.S. Department of Justice program, observed two problems with the San Jose model: Lack of change and the focus of the training.

The first problem was the San Jose Model had remained basically unchanged since its creation over 30 years ago. This was a concern because law-enforcement and the needs of communities have changed drastically since the early 1970's.

The second problem was the San Jose Model was developed to curtail legal issues police agencies could face due to poor performance or wrongful termination of new officers. Due to the San Jose Model being designed around protecting the department from law-suits, the model focused on teaching and re-enforcing memory capabilities and mechanical skills.

With these two major issues, COPS funded a project to survey over 400 law enforcement agencies in the United States and designed a modern field training model. The model was named Police Training Officer (PTO) Model (COPS, 2001).

Police Training Officer (PTO) Model

The PTO Model was based on problem based learning, contemporary methods of adult learning, and community oriented policing. The largest component of the PTO Model is problem based learning. Problem based learning starts when a new officer is faced with a real life problem. The new officer analyzes, explores, and systematically develops an action plan to solve the problem faced.

The PTO Model is designed to address two training areas: core competencies and substantive topics, which cover the most predominate activities in police work.

The PTO Model identifies fifteen core competencies that officers encounter on a daily basis. The fifteen competencies are (not listed in rank of importance);

- Conflict Resolution
- Use of Force
- Report writing
- Police Vehicle Operation
- Local Laws and Organizational Philosophies

- Problem Solving Skills
- Legal Authority
- Officer Safety
- Community Specific Problems
- Individual Rights
- Communication Skills
- Ethics
- Cultural Diversity
- Lifestyle stressors/Self-Awareness/Self-Regulation

The PTO Model also identifies four key substantive topics:

1. Non-Emergency Incident Response
2. Emergency Incident Response
3. Patrol Activities
4. Criminal Investigation

The PTO Model is designed to have five phases: Integrations Phase

1. Phase A: Non-Emergency Incident Response
2. Phase B: Emergency Response
3. Phase C: Patrol Activities
4. Phase D: Criminal Investigation

After implementing the PTO Model, some law enforcement agencies added an extra phase known as the Orientation Phase. The Orientation Phase was developed so an officer who has just completed a police academy can be trained in their “home” department’s policies and procedures, defensive tactics, firearms, and computer

programs. The Orientation Phase lasts as long as the law enforcement agency needs to complete the specialized training with the new officer. Some of the training taught during Orientation Phase is policy/procedure, firearms, and defensive tactics. Departments using the Orientation Phase typically add it to the beginning of the PTO Model.

The following is a detailed description of the five core phases of the PTO Model. Due to the Orientation Phase being department specific, it is not included in the five core phases of the PTO Model.

The first phase of the PTO Model is the Integrations Phase. This phase focuses on teaching new officers how the department operates, where to locate needed items, how other governmental agencies in the area operate, and how the PTO Model operates. During the Integration Phase, the new officer does not receive evaluations.

Phase A is the second phase of training. It is three weeks long and focuses on non-emergency incidents. At the end of each week, the FTO will complete coaching and training reports documenting the new officer's response to non-emergency incidents. The new officer's actions are evaluated using the fifteen core competencies.

Phase B is the third phase of training. It is also three weeks long, but focuses on emergency incident response. At the end of each week, the FTO completes coaching and training reports that document the new officer's response to emergency incidents. The new officer's actions are evaluated using the fifteen core competencies.

After Phase A and Phase B have been completed, the PTO Model uses a mid-term evaluation. The new officer will be assigned to a different training officer called a Police Training Evaluator (PTE). The new officer will be with the PTE for one week. The PTE

will evaluate the new officer on non-emergency and emergency incident response. The PTE will use the learning matrix to determine the new officer's progress.

After the new officer completes the mid-term evaluation, the new officer will start Phase C, which is three weeks long and focuses on patrol activities. At the end of each week, the FTO will complete coaching and training reports documenting the new officer's response to patrol activities. The new officer's actions are evaluated on the fifteen core competencies.

The fifth and last phase of the PTO Model is Phase D. This phase is three weeks long and focuses on criminal investigations. At the end of each week, the FTO will complete coaching and training reports that document the new officer's response to criminal investigations. The new officer's actions are evaluated using the fifteen core competencies.

Once Phases A through D are completed, the new officer will be paired up with the Police Training Evaluator (PTE) and start the final evaluation. During the final evaluation, the PTE will use the fifteen core competencies to evaluate the new officer's response to non-emergency incident response, emergency incident response, patrol activities, and criminal investigation. During the final evaluation, the new officer may need to repeat a phase due to deficiencies. If the new officer repeats a phase, but continues to lack the ability to complete it, the new officer will be recommended for dismissal. If the new officer successfully completes the final evaluation, they will start solo patrol and probationary period will begin.

One additional component of the PTO Model is the completion of problem based learning and neighborhood portfolio exercises. The problem based learning exercise

focuses on using problem based learning methods to handle situations that the new officer may encounter during training. The neighborhood Portfolio exercises have the new officer describe the cultural and social make up of the neighborhood he or she is serving. The new officer will also identify disorder and crime issues that plague the patrol area.

After the PTO Model was designed by COPS, the first law enforcement agency to adopt the PTO Model was the Reno, Nevada Police Department in 2001. By 2007, the PTO Model was being used by over fifty law enforcement agencies in the United States of America and was being implemented by police agencies in Canada (Pitts, 2007).

Summary

While there is considerable information regarding the history of field training and the field training models being used in the United States, this researcher was unable to find any data pertaining to the types of field training methods being utilized by sheriff's departments in the United States. This researcher was also unable to find any data pertaining to the type of field training methods currently being utilized by Wisconsin Sheriff's Departments.

Chapter Three: Methodology

Research for this paper was conducted over a two month period. The research consisted of reviewing different types of formal field training models for law enforcement. After completing the literature review, a survey was developed to be sent out to the seventy-two Wisconsin Sheriff's Departments. The survey questions were designed to identify what field training methods were being used for new deputies starting in patrol divisions.

This chapter will discuss how the subjects for this study were selected, a detailed description of the survey used, an analysis of the data collected.

History

The State of Wisconsin has seventy-two counties. Each of these seventy-two counties has a sheriff's department. Information was not readily available identifying the types of field training models used, whether formal or informal. Formal training programs could include a variety of models and be implemented over a varying period of time, using different ranks, measurements, and actions. Informal training programs vary considerably and can be non-standardized.

Subject Selection and Description

All of Wisconsin seventy-two counties have a sheriff's department. Each of the Sheriff's Departments operates a jail, handles transport of prisoners, and provides a patrol function. A sheriff's deputy, who is on patrol, has law enforcement powers (jurisdiction) throughout the county where they are employed. Their jurisdiction also includes the cities, villages, and townships within the county the deputy is employed.

The sheriff's patrol (commonly referred to as a patrol division) function is to respond to calls for service, handle traffic related duties, and assist other law enforcement agencies in the county.

Examples of calls for service for a sheriff's department:

- Domestic Disturbance
- Civil Disturbance
- Crimes in progress
- Investigation of Crimes Committed
- Medical Assistance
- Water Rescue/ Recovery

Examples of traffic related duties for a sheriff's department:

- Traffic Law Enforcement
- Motor Vehicle Crashes
- Aid Motor Vehicles in Distress

Wisconsin Sheriff's Departments also assist other law enforcement agencies.

Assisting another law enforcement agency may include a deputy responding to help a city or village police officer, assisting a state trooper, or assisting a DNR Warden. Assistance may also call for a deputy or deputies to handle calls for service in cities or villages that do not have twenty-four hour police coverage.

Although Wisconsin Sheriff's Departments have many functions, this research focused only on field training programs of patrol divisions of the seventy-two Wisconsin Sheriff's Departments

Instrumentation

To gather information regarding field training programs for Wisconsin Sheriff's Departments, data needed to be collected from the seventy-two sheriff's departments in the state (Appendix A). A three section survey was developed (Appendix B). The first section was comprised of three questions. The second section was comprised of fourteen questions. The third section comprised of twelve questions.

After the survey was designed, it was sent for IRB approval. After the IRB approval was granted, surveys were sent via mail to the patrol field training coordinator of each Wisconsin Sheriff's Department.

Data Collection

The first section of the survey (Appendix B) asked two questions about the sheriff's department being surveyed. The two questions were designed to identify the number of deputies assigned to patrol and the primary functions of the patrol division.

Question three asked if the department had a formal field training program. If the subject answered yes, the survey asked them to complete questions four through seventeen. Questions four through seventeen were designed to gather information about the field training program being used by the department being surveyed. The questions were designed to gather information regarding how long the field training program had been in use, the number of field training officers, the design of the field training model being used, and the outcome of the new deputies training within the field training model.

If the survey respondent indicated the department did not have a formal field training program in question three, the survey asked them to answer questions eighteen through twenty-nine. Questions eighteen through twenty-nine were asked to identify

what type of field training was provided to a new deputy. It also attempted to identify if documentation was completed in regards to how new deputies performed and what the final result was for new deputies at the completion of patrol field training. Question twenty-nine asked if sheriff's departments, who do not use a field training model, were considering implementing a formal field training model.

After the survey was designed, it was sent via mail to the patrol field training coordinator of each Wisconsin Sheriff's Department. A total of fifty-six out of seventy-two surveys were returned.

When the surveys were returned, information from the surveys was entered into an excel spreadsheet for analysis. The data that were entered on the spreadsheet did not include the sheriff's department's name.

Data Analysis

Data were collected and entered on an excel spreadsheet as the surveys were received. Once populated, the spread sheet was sorted into categories by sheriff's departments that used a field training model and sheriff's departments that did not utilize a training model. Questions one and two established a demographic of the sheriff's departments that completed the surveys (Appendix C). Question three differentiated sheriff's departments that utilized a field training model and those sheriff's departments that did not. Questions four through twenty-nine were a mix of commentary, yes / no, and multiple choice.

The multiple choice survey questions were assigned a Likert Scale numeric value to be entered in the spreadsheet. The survey questions that asked for comments were summarized in charts in the appendix.

Fifty-six out of seventy-two surveys were returned, providing a 77.8% response rate.

Limitations

The data analysis identified three primary limitations:

1. Some of the surveys had multiple responses selected or written for a single question. It made it difficult with some of the questions to narrow the data to be entered into the spreadsheet.
2. Some of the data dealing with length of time had to be averaged due to large time spans listed on the survey responses. The averaging of time for the spreadsheet could skew field training periods for the final data.
3. The size of a patrol division may not correctly identify the true size the sheriff's department surveyed. It would have been beneficial to identify the total number of employees for the department being surveyed to determine the department's true size.

Summary

The survey response rate was 77.8%. Data were gathered to identify which field training methods were used by Wisconsin Sheriff's Departments. Additionally, respondents provided detailed information about the characteristics of the field training methods being utilized. The significant breakdown is between departments that have formal training (Appendix D) vs. no formal training (Appendix E). The remainder of this paper will provide an overview of the survey results.

Chapter Four: Results

The purpose of this study was to determine if Wisconsin Sheriff's Departments were utilizing a formal field training model. This study also identified when a formal field training model was not in use.

The survey was designed to identify the type of field training models being used by sheriff's departments and the characteristics of the model being used. The survey was also designed to identify the type of field training program being utilized by sheriff's departments that did not use a formal field training model.

Response Summary

The following three questions were asked of all sheriff's departments that completed the survey (Appendix C).

1. How many sworn full-time officers are assigned to your department's patrol division?

The department with the largest number of deputies assigned to a patrol division reported 150 deputies assigned. The smallest number reported was five deputies assigned. The average number of deputies assigned to a sheriff's department patrol division is thirty deputies.

2. Which of the following descriptions best describes your patrol division function?

Fifty-four sheriff's departments indicated that their patrol division function was to respond to calls for service (disputes, civil disturbances, thefts, domestic issues, etc.), handle traffic related duties, and assist other agencies in their county. Two sheriff's departments indicated their patrol function as "other" and none of the sheriff's

departments that returned surveys indicated their patrol function was mainly traffic related duties (Appendix C/ Figure 1).

3. Does your department have a formal field training program?

Forty-nine sheriff's departments indicated they were using a formal field training program and seven sheriff's departments indicated they were not using formal field training programs.

After survey questions one through three were answered, the respondent was asked to complete questions four through eighteen if the sheriff's department they worked for used a formal field training program. If the respondent's department did not use a formal field training program, the respondent was asked to complete questions nineteen through thirty-two on the survey (Appendix C/ Figure 2).

Sheriff's Departments with a Formal Field Training Model

Based on data collected from the returned surveys, forty-nine sheriff's departments used formal field training programs. Nineteen of the forty-nine departments have had formal field training programs for fifteen or more years, while only two have had formal field training programs for one to three years (Appendix D/ Figure 5).

Twenty-eight of the sheriff's departments with formal training programs said they utilized the field training program designed by Sokolove & Locke, while nine departments use a combination of field training models, and seven indicated they use the San Jose Model(Appendix D/ Figure 6).

The sheriff's departments that used a field training model said the average number of deputies assigned to be FTOs was six (Appendix D/ Figure 7). Forty-eight of the forty-nine departments that use formal field training programs indicated their FTOs attended

formalized FTO training (Appendix D/ Figure 9). The data indicated a new deputy will be assigned approximately three FTOs during the new deputy's field training experience (Appendix D/ Figure 8). The survey data also showed over 50% of departments with formal field training model have daily observation, weekly and end of step reports completed by the FTO (Appendix F/ Figure 12).

Respondents working for Wisconsin Sheriff's Departments with formal field training programs were asked if new deputies were required to complete a final test or scenario based training prior to being moved to solo patrol duty. Thirty-seven of the forty-nine departments indicated new deputies were required to complete testing or scenario based training prior solo patrol duty (Appendix D/ Figure 10).

The survey also inquired what happened to a new deputy if they did not meet the requirements of field training. Thirty departments indicated that the new deputy would be terminated, seven departments would reassign the new deputy to corrections, and twelve departments selected the choice of "other" (Appendix F/ Figure 14).

Sheriff's Departments with No Formal Field Training Model

Seven of the fifty-six sheriff's departments indicated they did not use a formal field training model (Appendix C/ Figure 2). Six out of the seven departments not using a formal field training model had less than fifteen patrol officers assigned to a patrol division (Appendix E/ Figure 11). Six out of seven of the sheriff's departments not using a formal field training model used a consistent training manual to train a new deputy. Five of the seven departments indicated a new deputy would ride with deputies that were considered training officers, although only two of the seven sheriff's departments had patrol training officers with any formal training in providing field training.

Two of the seven departments indicated a new deputy would ride with every patrol officer in the department prior to starting solo patrol. The data also showed a new deputy would ride with another deputy or a deputy assigned as a training officer for an average of seven weeks (Appendix E/ Table A).

Documentation of a new deputy also varied with the seven departments without a formal field training model. The data showed;

- Three out of the seven departments completed a daily observation report
- One out of the seven departments completed a weekly observation report
- One out of the seven departments completed a monthly report
- Three out of the seven departments indicated they completed some other form of documentation

The departments without a formal field training model were asked if the new deputy completed scenario based training. Four out of seven departments said a new deputy would complete scenario based training (Appendix E/ Table B).

When the seven departments were asked what happens to a new deputy if the new deputy did not successfully complete field training, the responses were;

- Four departments would terminate the new officer
- Two departments would re-assign the new deputy to different division or corrections
- One department reported other and indicated if the new deputy was promoted from the jail, the deputy would return to the jail, if not, the new deputy would be terminated.

The seven departments were also asked if the department considered implementing a formal field training program. Six departments indicated no consideration for implementing a field training program, while one department said it was considering implementing a formal field training model. The one department considering implementing a field training program said it was part of a long range plan and would be approximately four to five years (Appendix E/ Table C).

Recommendations and Feedback

The response rate was 77.8% and provides insight into the training being conducted.

The three key items included:

1. Formal versus informal field training
2. FTOs used for field training and training offered to the FTOs
3. Reports completed during training and action taken for failure

The data provided a conclusion that the majority of Wisconsin Sheriff's Departments conduct formal field training, provide training for field training officers, and terminate new hires that do not respond to field training. The research provides information Wisconsin Sheriff's Departments may find helpful.

Chapter Five: Discussion

The State of Wisconsin mandates the use of standards curriculum to train certified law-enforcement officers. Although the certification curriculum is standardized, field-training programs for patrol deputies working for Wisconsin Sheriff's Departments vary considerably.

As an example of the variation in field training programs for patrol divisions, one Wisconsin Sheriff's Department had a formalized field-training program for almost twenty years, while a bordering county had a formalized field-training program for only three years. It was unknown if the seventy-two Wisconsin Sheriff's Departments were utilizing a formal field training model to train new patrol deputies.

This study was conducted to determine whether Wisconsin Sheriff's Departments were utilizing a formal field training model. This study can be used to determine what training curriculum is being utilized for field training when an informal field training model has not been implemented.

Since the field training programs have been identified, the result of this research provides Wisconsin Sheriff's Departments an opportunity to compare their field training programs to other sheriff's departments.

This information may also aid sheriff's department trainers in improving their field training programs by providing quantitative data that can be presented to the officer who supervises the field training program.

Conclusions

The response rate of the survey sent to Wisconsin Sheriff's Departments was fifty-six out of seventy-two or 77.8%.

Of the fifty-six responses, fifty-four of the departments identified that primary function of the patrol division is to respond to calls for service and to handle traffic related duties. A formal field training program is in place in approximately 87% (49) of the fifty-six departments that returned surveys. Thirty-one of these departments have been utilizing formal field training for over ten years.

The primary training model being used is the Sokolove & Locke model which is used by twenty-eight of the departments. Consistent with this model, these departments indicate that they follow a twelve week process. At the end of these phases, a new deputy that does not have acceptable scores may undergo additional remedial training for one week. If the new deputy does not respond to remedial training, 61% of departments would terminate the trainee.

The sheriff's departments that use a formal field training program in this study averaged seven field training officers. The average number of FTO's assigned to a new deputy during field training is 3.5.

Survey responses indicate that 75% of trainees are required to take a final test and/or complete scenario based training at the end of their field training.

Recommendations

The purpose of this study was to determine if Wisconsin Sheriff's Departments are utilizing a formal field training program and what their field training programs are modeled after.

One benefit of conducting this research was to disseminate information about Wisconsin Sheriff's Departments field training. Results will be mailed to each

department that requested a copy. After reviewing this research, departments may choose a number of actions including:

1. Review existing field training methods
2. Investigate other methods for possible implementation
3. Have deputies that are utilized as FTOs attend formal FTO training
4. Continue as they are today
5. Change existing training

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Appendix A: The 72 Wisconsin Sheriff's Departments

A – D

Adams County Sheriff
 Ashland County Sheriff
 Barron County Sheriff
 Bayfield County Sheriff
 Brown County Sheriff
 Buffalo County Sheriff
 Burnett County Sheriff
 Calumet County Sheriff
 Chippewa County Sheriff
 Clark County Sheriff
 Columbia County Sheriff
 Crawford County Sheriff
 Dane County Sheriff
 Dodge County Sheriff
 Door County Sheriff
 Douglas County Sheriff
 Dunn County Sheriff

E – G

Eau Claire County Sheriff
 Florence County Sheriff
 Fond du Lac County Sheriff
 Forest County Sheriff
 Grant County Sheriff
 Green County Sheriff
 Green Lake County Sheriff

H – K

Iowa County Sheriff
 Iron County Sheriff
 Jackson County Sheriff
 Jefferson County Sheriff
 Juneau County Sheriff
 Kenosha County Sheriff
 Kewaunee County Sheriff

L – N

La Crosse County Sheriff
 Lafayette County Sheriff
 Langlade County Sheriff
 Lincoln County Sheriff
 Manitowoc County Sheriff
 Marathon County Sheriff
 Marinette County Sheriff
 Marquette County Sheriff
 Menominee County Sheriff
 Milwaukee County Sheriff
 Monroe County Sheriff

O – P

Oconto County Sheriff
 Oneida County Sheriff
 Outagamie County Sheriff
 Ozaukee County Sheriff
 Pepin County Sheriff
 Pierce County Sheriff
 Polk County Sheriff
 Portage County Sheriff
 Price County Sheriff

Q – T

Racine County Sheriff
 Richland County Sheriff
 Rock County Sheriff
 Rusk County Sheriff
 Saint Croix County Sheriff
 Sauk County Sheriff
 Sawyer County Sheriff
 Shawano County Sheriff
 Sheboygan County Sheriff
 Taylor County Sheriff
 Trempealeau County Sheriff

U - Z

Vernon County Sheriff
 Vilas County Sheriff
 Walworth County Sheriff
 Washburn County Sheriff
 Washington County Sheriff
 Waukesha County Sheriff
 Waupaca County Sheriff
 Waushara County Sheriff
 Winnebago County Sheriff
 Wood County Sheriff

Appendix B: Survey

Wisconsin Sheriff's Departments Field Training Program Survey:

1. How many sworn full-time officers are assigned to your department's patrol division?

2. Which of the following descriptions best describes your patrol division function?

A. Mainly traffic related duties (accidents, assist motorist, traffic enforcement)

and assisting other agencies within the county.

B. Respond to calls for service (disputes, civil disturbances, thefts, domestic issues, etc.),

traffic related duties, and assisting other agencies in the county.

C. Other (please describe) _____

3. Does your department have a formal field training program? (Circle one) Yes No*

*** If you answered NO to question 3, please skip to question 20 on page 3.***

4. What rank is the person in charge of your field training program?

Rank _____

5. Is the person in charge of your FTO program a member of your patrol division union?

(Circle one) Yes No

6. How many years has your department had a formal field training program

A. less than 1 year

B. 1 to 3 years

C. 3 to 6 years

D. 6 to 10 years

E. 10 to 15 years

F. 15 or greater years

7. What field training model is your field training program modeled after?

A. Sokolove & Locke

B. San Jose

C. Reno

D. Department developed

E. Other (please describe): _____

8. How many patrol FTO's does your department have? _____

9. Do your field training officers attend formalized FTO training?

(Circle one) Yes No

10. How long is your field training program? (Please include shadow phase)

11. How many steps or phases is your field training? _____

12. How many FTOs are assigned to train a new officer? _____

13. How many weeks will each FTO be assigned to train the new officer? _____

14 A. Does your department use scenario based training (simulations, role players, etc)

for ANY training? (circle one) Yes No

B. Does your department use scenario based training during the field training program?

Yes No

15. Do your field training officers complete the following?

Daily Observation Reports Yes No

Weekly Observation Reports Yes No

Step Completion Reports Yes No

16. At the end of the field training program, does the new officer have to complete

any testing or scenario based training before solo patrol? Yes No

17. If a deputy in field training does not successfully complete patrol field training, the new deputy is:

A. Reassigned to corrections.

B. Reassigned to dispatch

C. Reassigned to another division

D. Terminated from the department

E. Other: _____

18. If you would like to receive a free copy of the finalized paper, which will use the information you provided, please provide your name and mailing address below.

If you answered questions 4 through 18, please stop here – Survey is complete

Answer the following ONLY if you did not complete questions 4 through 18

19. How long has your department utilized the current method of training new deputies who are starting patrol? _____

20. Does your department have specific officers that new deputies ride with when they start on patrol? Yes No

21. Do the officer(s) who train new deputies on patrol have any formal training in field training? Yes No

22. How many different officers does a new deputy ride with before starting solo patrol?

24. How long does a new deputy ride with another officer before starting solo patrol?

25. Are new deputies on your department trained using a consistent training manual?

(Circle one) Yes No

26. Do your officers who are training the new deputy complete the following?

Daily Observation Reports Yes No

Weekly Observation Reports Yes No

Another type of form (please specify) _____

27. A. Does your department use scenario based training (simulations, role players, etc) for ANY training? (Circle one) Yes No

B. Does your department use scenario based training when training a new deputy?

(Circle one) Yes No

28. What rank is the person who oversees the training of new deputies?

Rank_____

29. Is the person who supervises training of new deputies a member of your patrol division union? (Circle one) Yes No

30. If a new deputy in training does not successfully complete patrol field training, the new deputy is;

A. Reassigned to corrections.

B. Reassigned to dispatch

C. Reassigned to another division

D. Terminated from the department

E. Other:_____

31. Is your department considering implementation of a formal field training program?

Yes* No

* If you answered yes, how long do you approximate before a formal field training program is implemented for your department?_____

32. If you would like to receive a free copy of the final paper, which will use the information you provided, please provide your name and mailing address below.

PLEASE STOP HERE

Appendix C: Demographic Response

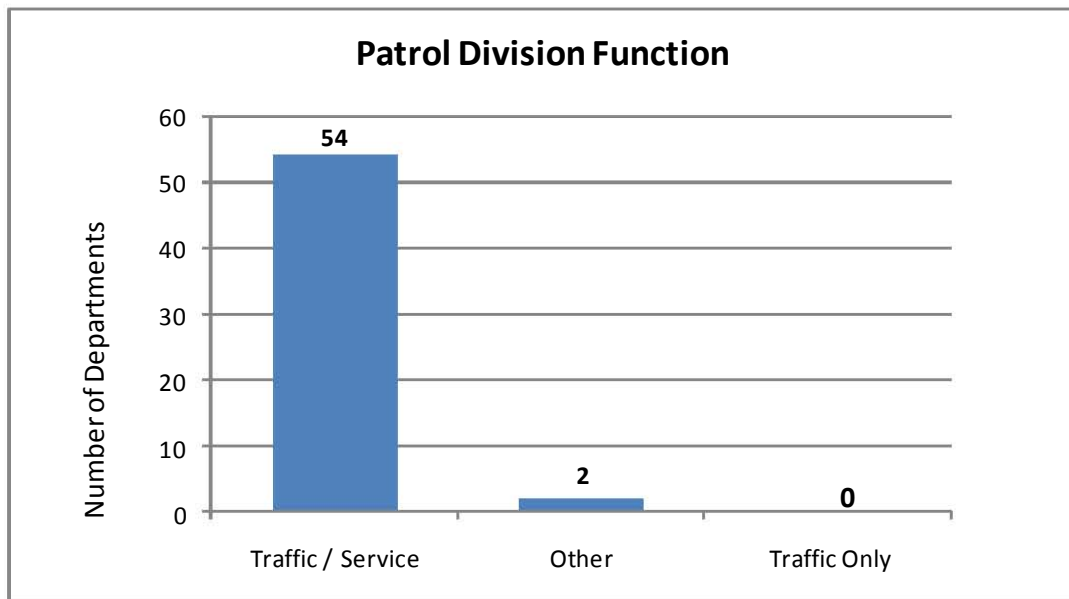


Figure 1: Patrol Division Function

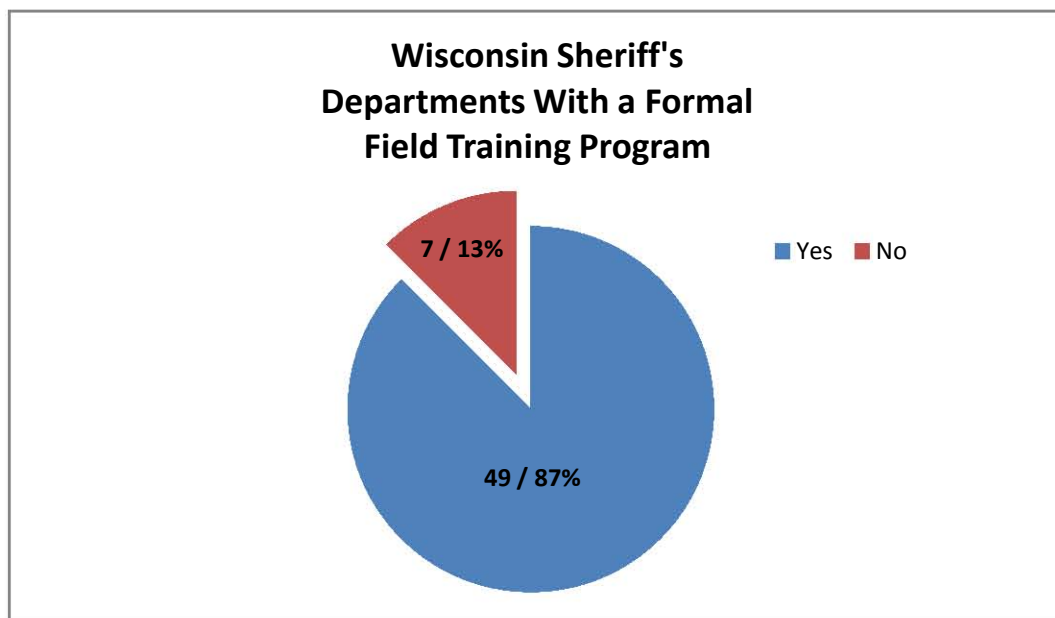


Figure 2: Wisconsin Sheriff's Departments With a Formal Field Training Program

Appendix D: Formal Field Training

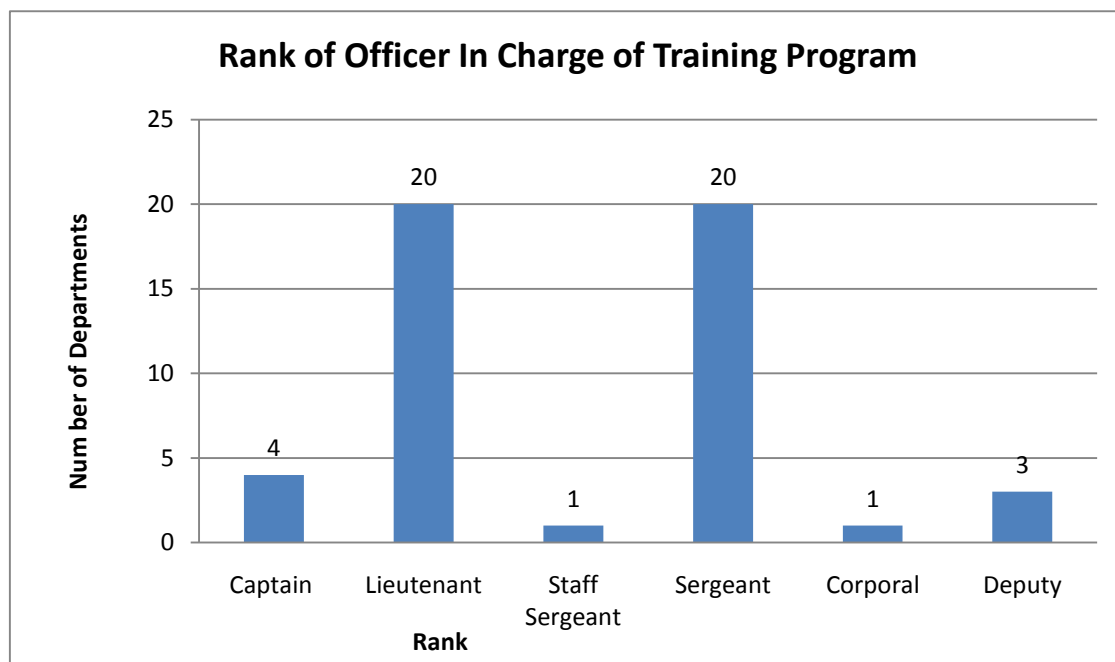


Figure 3: Rank of Officer In Charge of Field Training Program

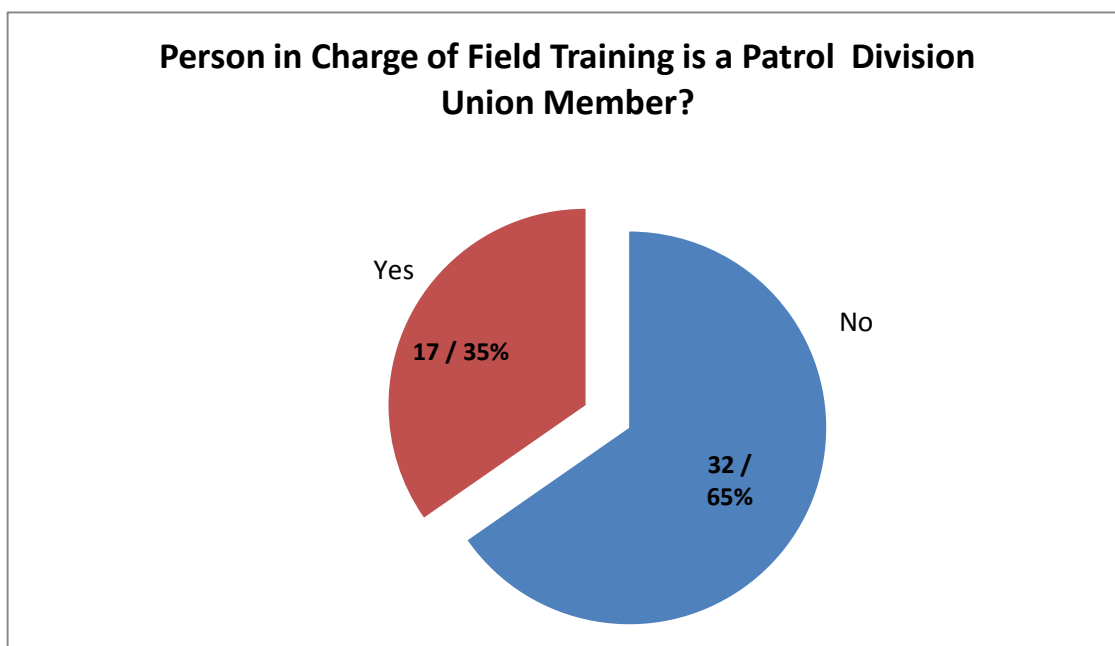


Figure 4: Person in Charge of Field Training a Patrol Union Member?

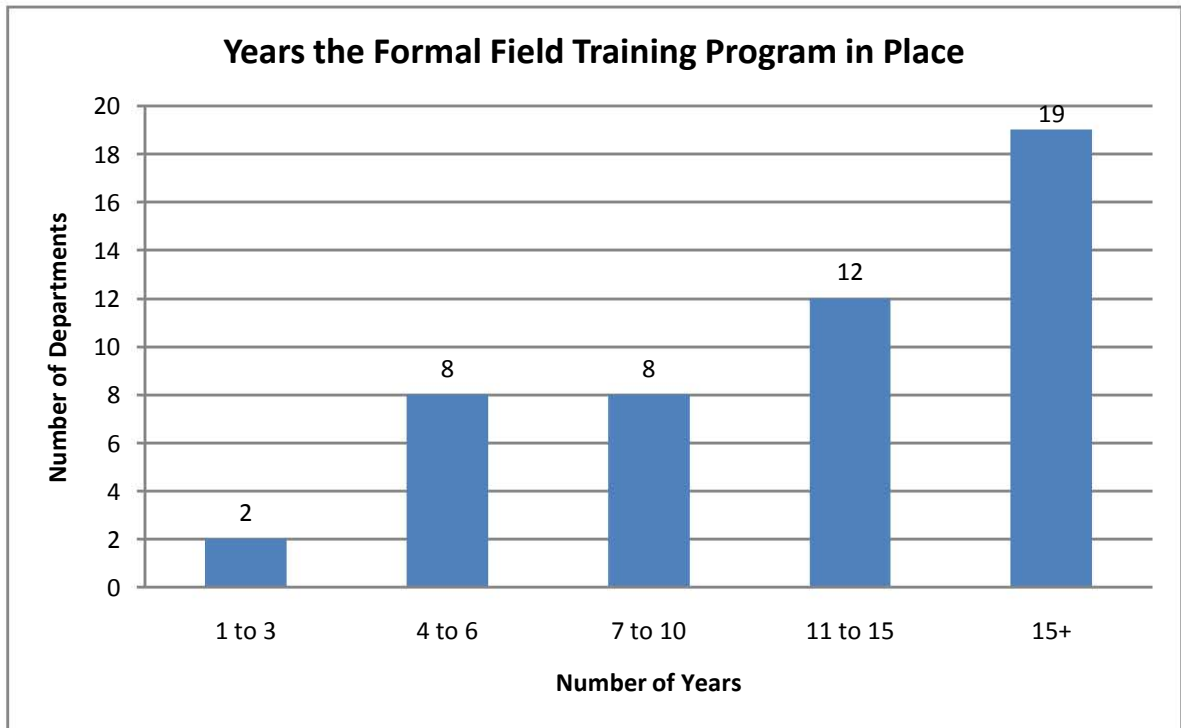


Figure 5: Years the Formal Field Training Program in Place

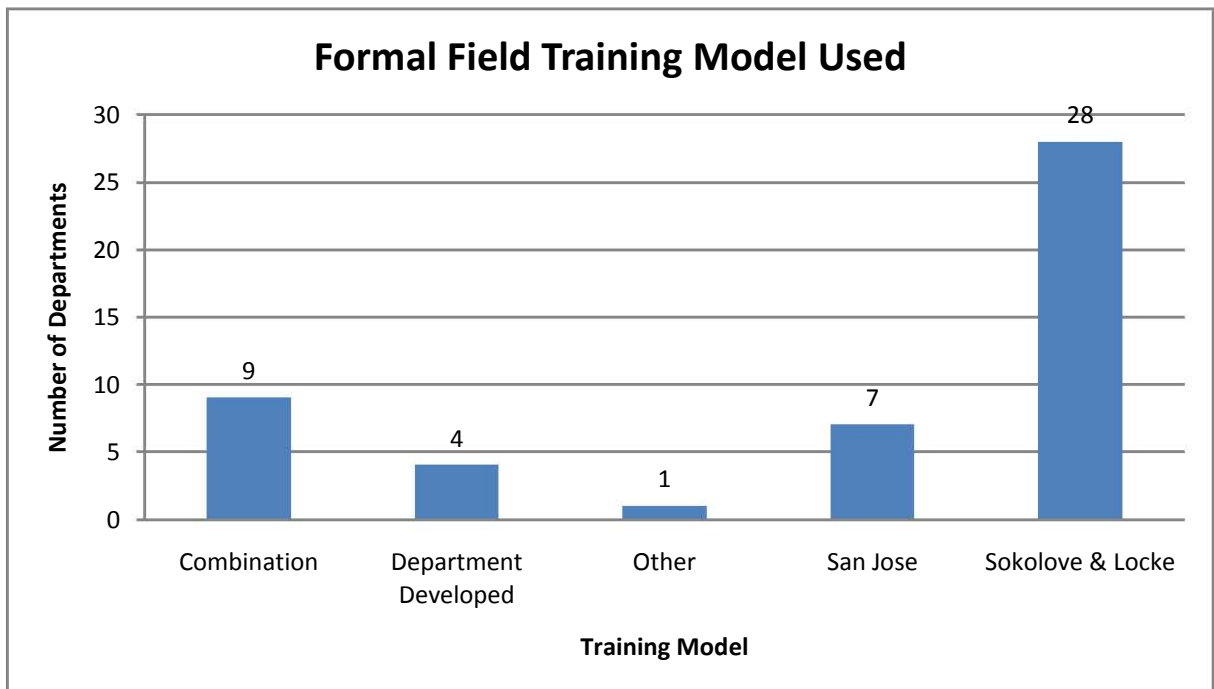


Figure 6: Formal Field Training Model Used

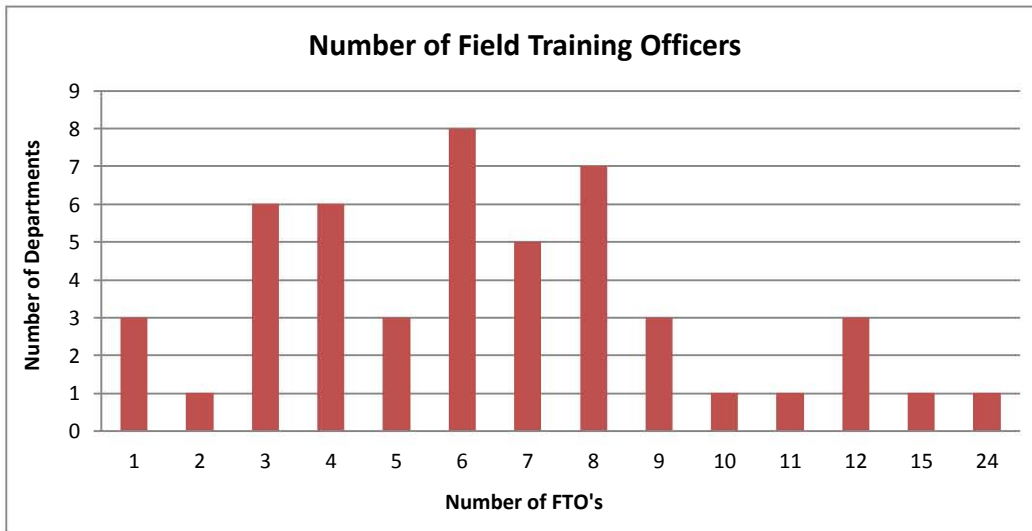


Figure 7: Number of Field Training Officers

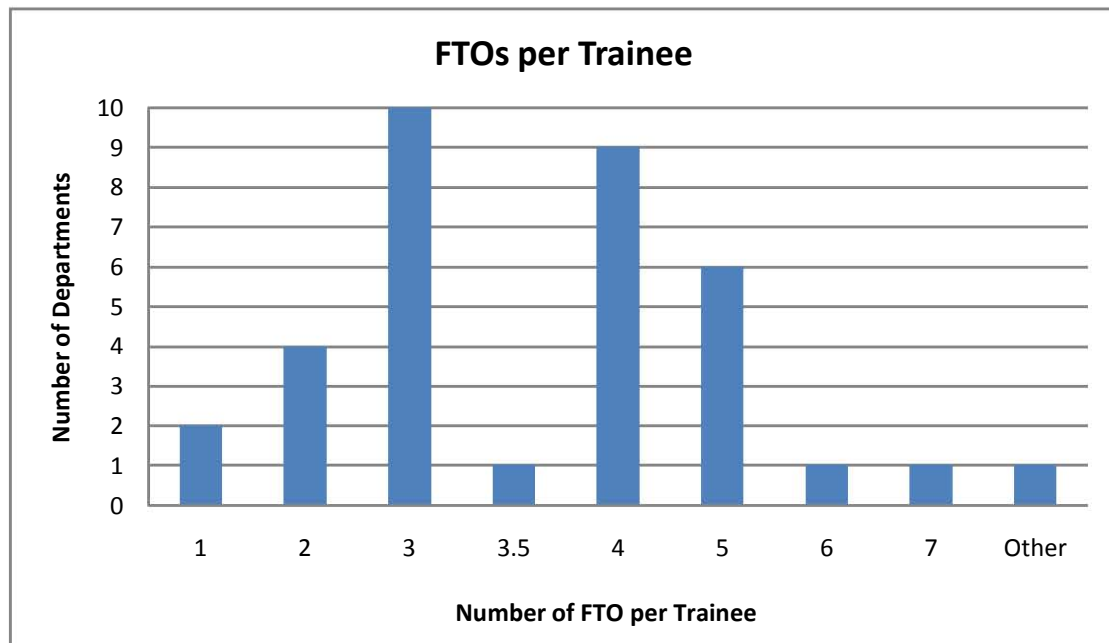


Figure 8: FTOs Per Trainee

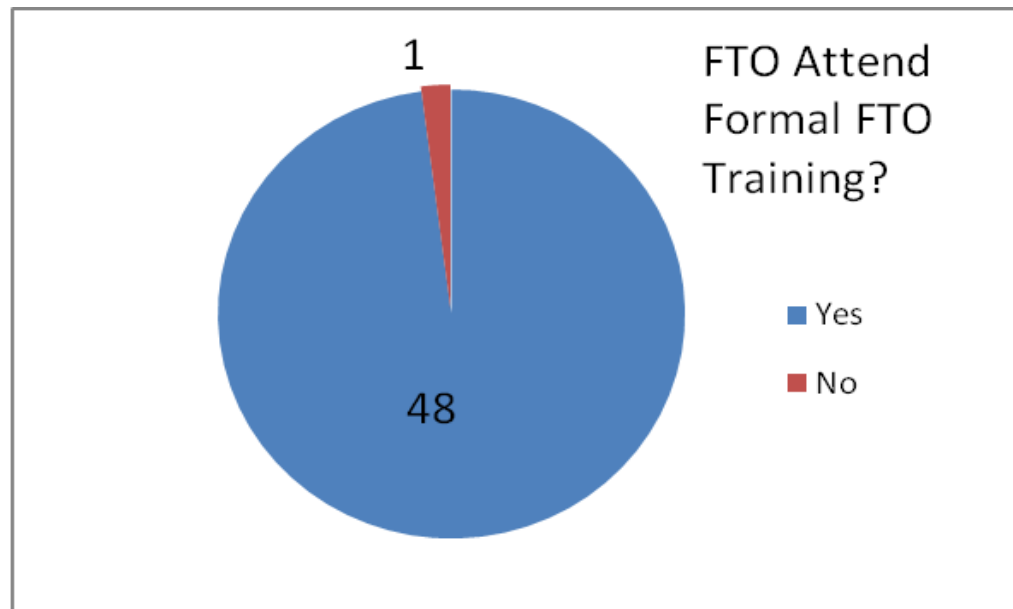


Figure 9: FTO Attend Formal FTO Training?

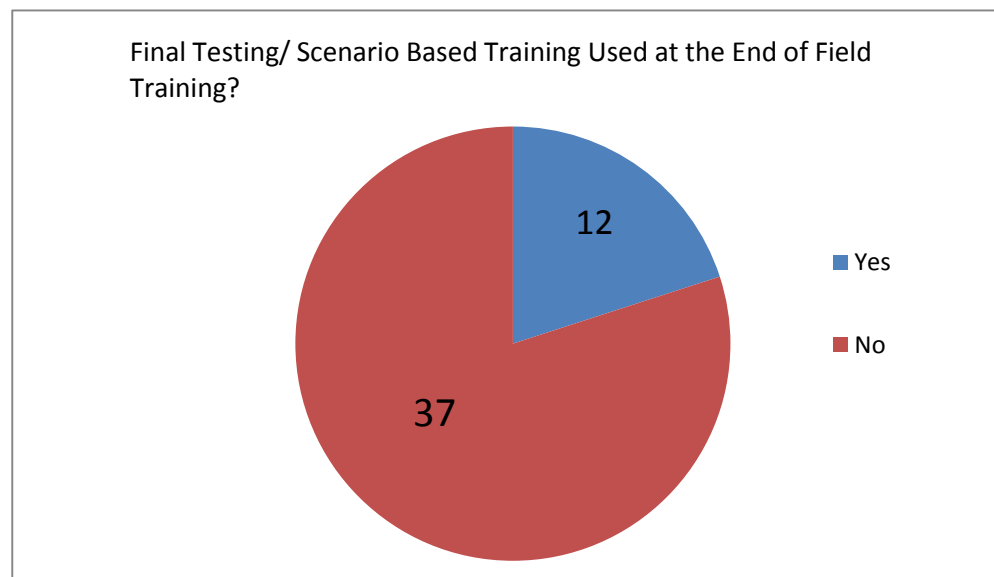


Figure 10: Final Testing/ Scenario Based Training Used at the End of Field Training?

Appendix E: Sheriff's Departments with No Formal Field Training Model

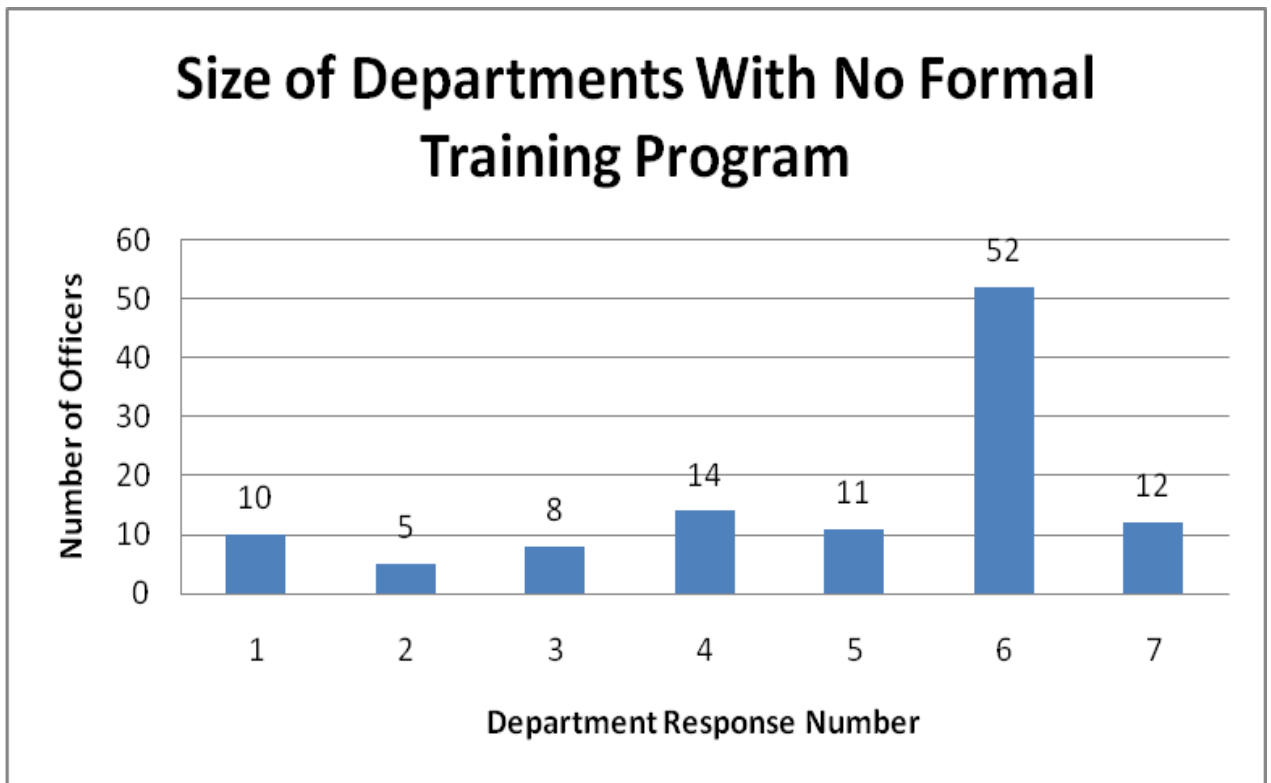


Figure 11: Size of Departments With No Formal Training Program

# of Officers	Length of current training program	Specific Training officers?	Formal training for trainers?	# of Trainers / officer	Weeks of ride along	Consistent training manual?
5	1	Yes	No	5	flex	Yes
8	30	Yes	No	4	flex	Yes
10	0	Yes	No	10	6	Yes
11	10	Yes	Yes	5	12	Yes
12	25	Yes	Yes	3	8	Yes
14	10	Yes	No	4	3	No
52	20	Yes	No	4	6	Yes

Table A: Details of Field Training of Departments With No Formal Training Program

# of Officers	Daily Observation reports?	Weekly Observation reports	Other form completion?	Any Scenario Based training?	New Deputy Scenario training?
5	Yes	No	x	Yes	Yes
8	No	No	Monthly	Yes	No
10	No	No	Other	Yes	Yes
11	No	No	Other	Yes	No
12	No	Yes	x	Yes	Yes
14	Yes	No	x	Yes	No
52	Yes	No	Other	Yes	Yes

Table B: Field Training Reporting and Scenario Based Training

# of Officers	Rank Overseeing Training	Member of Patrol Division Union ?	Fail action	Considering a formal program?	If yes, timing?
5	Deputy	Yes	Terminated	No	
8	Sergeant	Yes	Reassigned to ar	No	
10	Sergeant	Yes	Terminated	No	
11	Deputy	Yes	Terminated	Yes	5 yrs
12	Captain	No	Other	No	
14	Lieutenant	No	Terminated	No	
52	Lieutenant	No	Reassigned to Co	No	

Table C: Rank / Union and Fail Action

Appendix F: Reporting / Actions

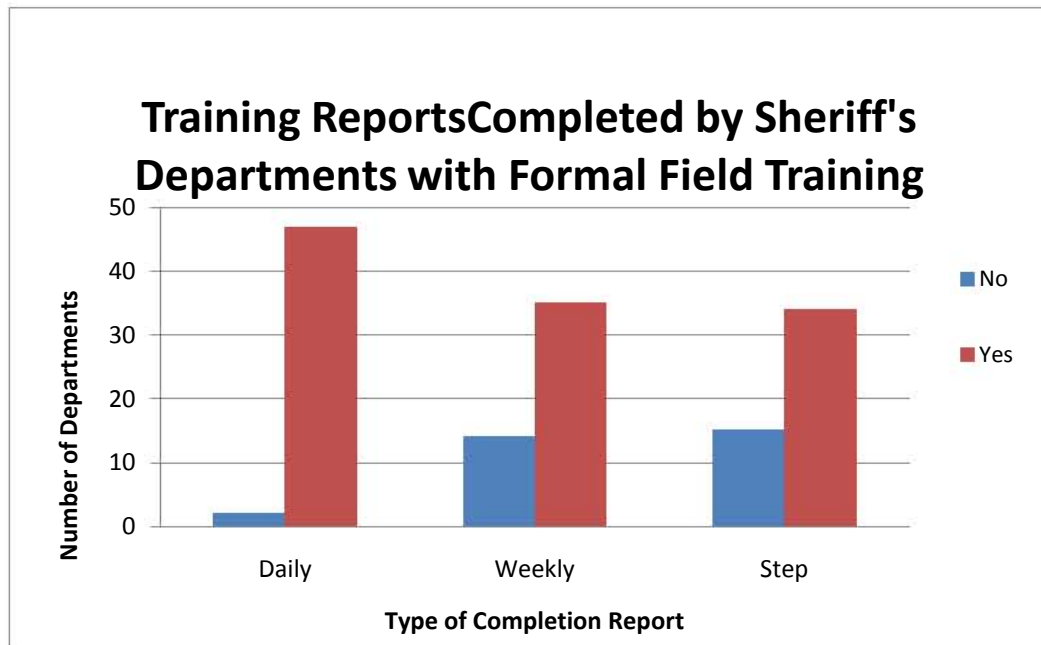


Figure 12: Training Reports Completed by Sheriff's Departments with Formal Field Training

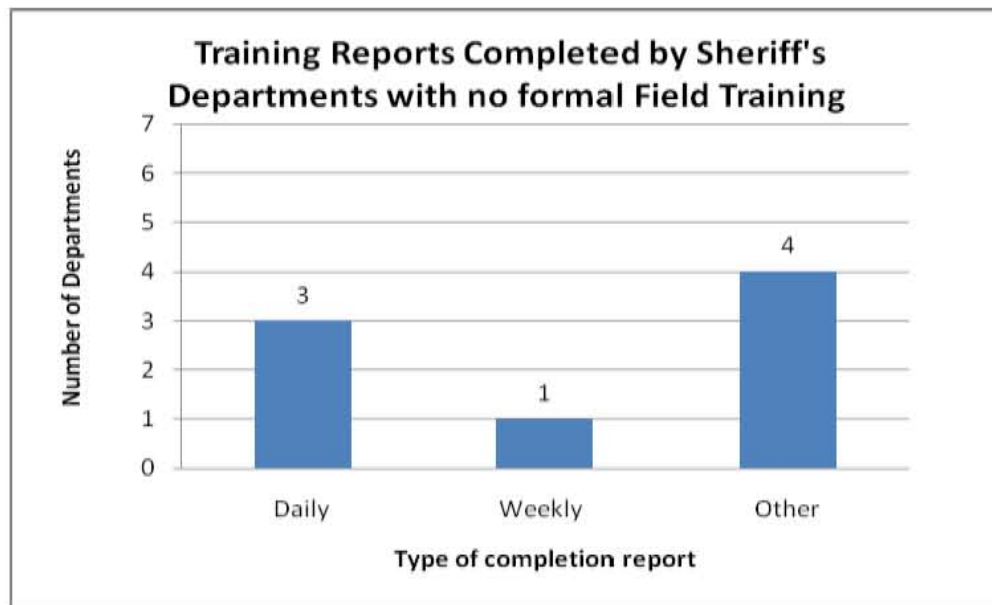


Figure 13: Training Reports Completed by Sheriff's Departments with no Formal Field Training

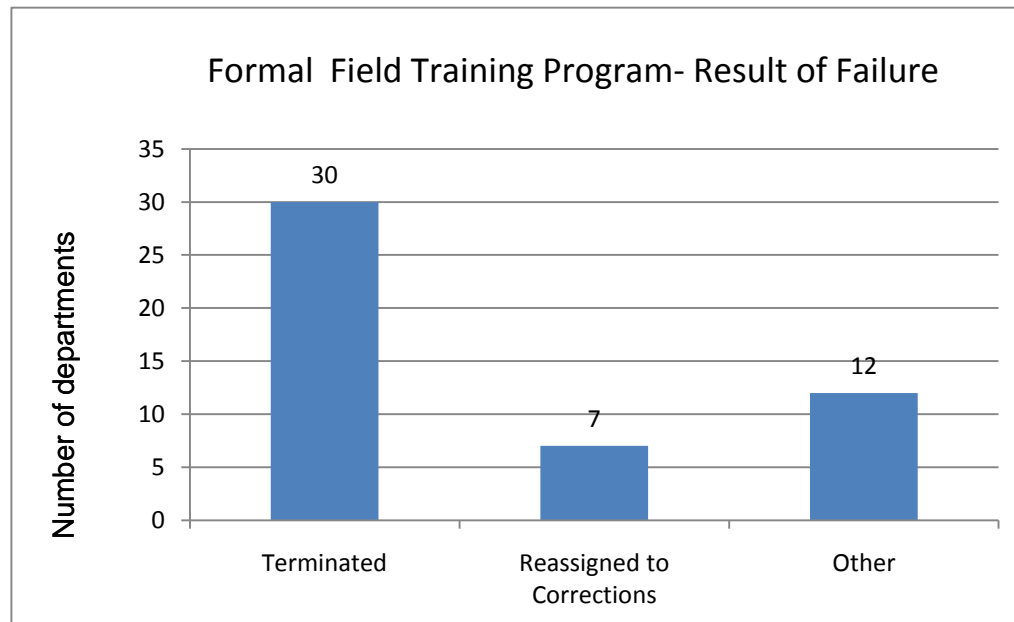


Figure 14: Formal Field Training Program- Result of Failure

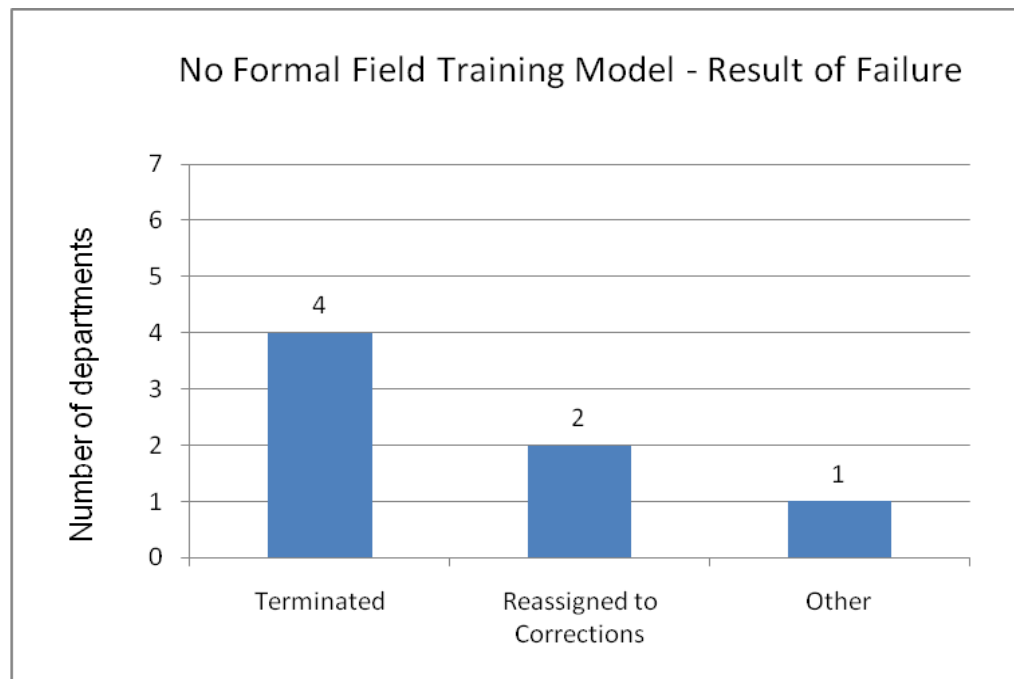


Figure 15: No Formal Field Training Model- Result of Failure