

PORTLAND POLICE BUREAU
TRAINING DIVISION



EVALUATION REPORT 2018 SUPERVISORS IN-SERVICE

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INTRODUCTION

The Supervisors In-service provides management specific training to all sergeants and higher sworn ranks. This includes training pertaining to law enforcement supervisors' state re-certification requirements, updates on policy and procedural changes, investigations, managing critical incidents, supervisor-level reporting requirements, and general leadership and management skills.

The 2018 Supervisors In-service was a one day training. It provided training on directive updates, After Action reporting, de-escalation, the Employee Information System, deadly force and in-custody death procedures, Internal Affairs complaint and investigation procedures, the mental health template, and case management. These topic areas were derived from the Chief's Office, external auditor reports, Training Division management, and the formal needs assessment process.

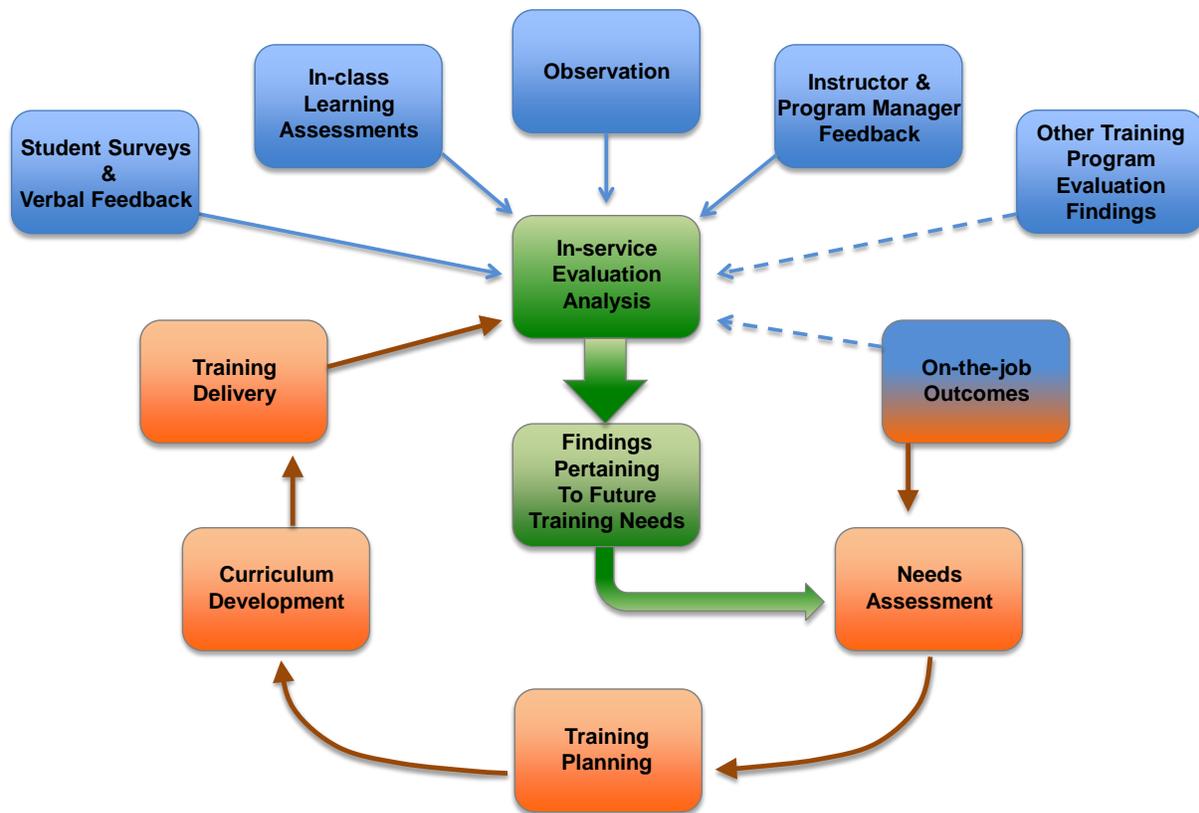
The Supervisors In-Service Evaluation Process

The Training Division utilizes multiple research methodologies within the Kirkpatrick Model of training evaluation for evaluating the effectiveness and impact of training. The Kirkpatrick Model includes examining the quality of the training event, student learning, the relevancy of the material, and related on-the-job outcomes.

Supervisors In-service	
Class Session	Number of Hours
After Action Reports / De-escalation	2.5
Employee Information System	1.5
Directive 1010.10 Deadly Force / In-Custody Death	1.5
Directive 330.00 Internal Affairs, Complaint Intake and Processing	2
Mental Health Template	0.5
Case Management	0.5

The Training Division began formally evaluating the Supervisors In-service in 2018¹; portions of this evaluation process are still in development. For the 2018 training, the evaluation process included the use of a student feedback survey, an online knowledge check, and some instructor and program manager feedback. In the future, the Training Division will incorporate additional feedback from instructors and on-the-job outcomes. In addition, knowledge of other training program evaluation findings will be integrated into the process when appropriate. 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.

¹ Prior to 2018, the Training Division had conducted formal evaluation for EIS portions of the Supervisors In-service, as well as informal evaluation for other classes.



Supervisors In-Service Training Evaluation

This flowchart for the Supervisors In-service training evaluation process demonstrates the various sources of information that will flow into the initial evaluation analysis, which will lead to findings pertaining to future training needs, the needs assessment process, training planning, curriculum development, and training delivery. Some of the goals of the evaluation process is 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 2018 Supervisors In-service classes. It also incorporates some 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. The Training Division continues to develop its training evaluation processes and related reporting.

Overview

The Portland Police Bureau recognizes that supervisors play a key role in identifying problematic uses of force through the after action review process. It is the policy of the Portland Police Bureau to uphold the constitutional rights of all citizens and ensure that all force is objectively reasonable under the totality of the circumstances. The review process is for identifying cases where force was unconstitutional, misconduct occurred, or a policy, training, tactic or equipment issue was found. This class covered changes and provided a review of the Bureau's use of force review process, including the new force categories and related review processes, the application of decision point analysis, and reporting pertaining to de-escalation.

This class was offered to reinforce updates pertaining to 1010.00 and 315.30 Directives and related processes. The need for this refresher arose from the Chief's Office, external stakeholders, and the 2017 Training Needs Assessment.

Related Laws/Directives

- 315.30 Satisfactory Performance
- 1010.00 Use of Force

Learning/Performance Objectives

- Describe the purpose of an after action review
- Explain the AAR requirements from 1010.00
- Identify the 4 required narratives within an AAR
- Describe what is criminal conduct
- Describe what is significant misconduct
- Describe what constitutes a serious use of force
- Describe what violates the Graham Standard
- Discuss the importance of evidence collection
- Explain the purpose of reviewing each section of the FDCR
- Identify examples of de-escalation
- Explain the reason for using directive 1010.00 when reviewing each force application
- Explain the requirements of supervisors reviewing an incident and officers decision points
- Discuss applying the graham standard to uses of force
- Explain the makes something in/out of policy

- Explain the need for confirming DIMS and EIS entries exist
- Describe when to address policy, training, tactical or equipment concerns or recommendations
- Review reports using the decision point model in small groups to identify where issues or breakdowns occurred

In-Class Learning Assessments

End of Day Directive Test

The end of the day knowledge test included two questions pertaining to this class².

Results

The first question asked “A decision point analysis in an After Action Review should include the following?”. The correct answer, “A review of the member’s significant decisions from the beginning of the incident through the end, to include all uses of force”, was chosen by 80 percent of the supervisors taking the test. The majority of those that answered incorrectly (19 percent of the test takers) responded with “A review of all the member’s decisions related to force following the 6 step process as outlined by the directive”.

The second question asked “True or False? When multiple members are involved in an event that results in force, there must not be discrepancies between their reports.” Ninety-six percent of the test takers answered this question correctly (false).

Survey Results: Student Feedback

Nine survey items pertaining to the 2018 Supervisor In-service After Action Reports / De-escalation training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, whether the Critical Decision Making Model was helpful, whether the training increased their understanding of the Bureau's expectations on evaluating use of force events, and how much was learned about de-escalation, the requirements for After Action reports, and critical decision making.

Overall the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (35 percent strongly agree, 54 percent agree), were knowledgeable in the topic (47 percent strongly agree, 48 percent agree), and the interaction between the trainer and the class was positive (40 percent strongly agree, 55 percent agree). Overall, most students felt that the class was a good use of their training time (25 percent strongly agree, 56 percent agree).

The majority of the students reported that the class had at least moderately increased their level of understanding of the Bureau’s expectations on evaluating use of force events (46 percent above

² A copy of this knowledge test is provided in Appendix A.

moderate, 39 percent moderate), and found the Critical Decision Making Model at least moderately helpful (38 percent above moderate, 44 percent moderate). In the open-ended survey item to gather additional comments, one student expressed a concern that the Critical Decision Making Model may not be effective under time pressure when safety is at risk.

The students had more varied responses regarding how much they learned about de-escalation (22 percent above moderate, 45 percent moderate, 33 percent below moderate) and critical decision making (28 percent above moderate, 50 percent moderate, 22 percent below moderate). The majority of the students learned at least a moderate amount about the requirements for After Action reports (66 percent above moderate, 28 percent moderate). In the open-ended survey item to gather additional comments, one student indicated that the reason they learned very little about the requirements was because they are an instructor for the After Action Reporting class.

After Action Reports / De-escalation							
n = 171							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.	5%	0%	1%	5%	54%	35%	2
The trainer(s) were knowledgeable in the topic.	4%	0%	1%	1%	48%	47%	2
Overall, the interaction between the trainer and the class was positive.	2%	0%	1%	2%	55%	40%	2
The class was a good use of my training time.	1%	1%	4%	14%	56%	25%	2

After Action Reports / De-escalation							
n = 171							
	No, not at all	Yes, to a small extent	Yes, moderately	Yes, to a great extent	Missing		
Did you find the Critical Decision Making Model helpful?	3%	9%	5%	44%	24%	14%	2
Did the class increase your understanding of the Bureau's expectations on evaluating use of force events?	3%	7%	5%	39%	25%	21%	2

After Action Reports / De-escalation						
n = 171						
	Learned Very Little		Moderate		Learned A Lot	Missing
From this class, how much did you learn about de-escalation?	17%	16%	45%	15%	7%	2
From this class, how much did you learn about the requirements for After Action reports?	4%	3%	28%	33%	33%	2
From this class, how much did you learn about critical decision making?	10%	12%	50%	20%	8%	2

Related On-the-Job Outcomes

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. The Use of Force Audit Team regularly audits these reports to identifying any discrepancies in officer and supervisor reporting requirements. This information is reviewed and incorporated into the needs assessment process.

Summary

The findings support this class was well conducted and received, and increased knowledge of evaluating use of force events, de-escalation, After Action reporting requirements, and critical decision making. The findings do not indicate the need for immediate additional trainings in this topic area. However, they do support additional reminders related to the Decision Making Model in other training materials, where appropriate, may be beneficial.

Overview

This session provided supervisors updates on the directive, philosophy, and intent of the Employee Information System (EIS). It focused on the supervisors responsibilities under Directive 345.00 and Professional Standards Division SOP 44 with the intent to give supervisors the necessary information and training to: 1) know how to review EIS records, 2) know how to review and process an alert, 3) how best to intervene with an officer to improve their overall performance, and 4) build confidence in the EIS System and dispel the myths of false positives.

The need for this session arose from the Chief's Office, external stakeholders, and the 2017 Training Needs Assessment.

Related Laws/Directives

- 345.00 Employee Information System (EIS)
- 215.00 Sworn Represented Member Performance Evaluations

Learning/Performance Objectives

- Review policies 345.00, 215.00, PSD SOP 44
- Recognize how EIS and performance evaluations support transparency and relationship building between supervisors and employees
- Dispel myths regarding false positive alerts
- Build confidence in the Employee Information System

In-Class Learning Assessments

End of Day Directive Test

The end of the day knowledge test included two questions pertaining to the Employee Information System³.

Results

The first question asked “A determination is made that supervisors should continue to monitor a member where there are opportunities to improve performance, after which a complete review of that member’s EIS record will be conducted. How many days is the monitoring period?”. The majority of test takers (92 percent) accurately responded “All of the above can be assigned as the monitoring period”. Approximately 5 percent responded “30 days”, 2 percent “60 days”, and 2 percent “90 days”.

³ A copy of this knowledge test is provided in Appendix A.

The second question asked “The philosophy and intent behind EIS is:”. Approximately 72 percent of the test takers answered correctly “A, B and C are correct”. The remaining respondents provided partially correct answers, most of them choosing “To compile data and other information that enables a comprehensive review of a member’s work performance” or “To help management develop and support their members).

Survey Results: Student Feedback

Eight survey items pertaining to the 2018 Supervisor In-service Employee Information System (EIS) training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, the impact level of the EIS process on those they supervise, the helpfulness of the performance evaluation process for fostering positive employee development, whether EIS is a beneficial resource when conducting performance evaluations, and whether they have a clear understanding of current EIS reporting requirements.

Overall, the results for the instruction were very positive. There was a high level of agreement that the trainers were organized and well prepared (43 percent strongly agree, 51 percent agree), were knowledgeable in the topic (52 percent strongly agree, 43 percent agree), and the interaction between the trainer and the class was positive (47 percent strongly agree, 47 percent agree). The students had more varied responses regarding whether they felt the class was a good use of their training time (18 percent strongly agree, 45 percent agree, 28 percent slightly agree).

The students had varied results regarding whether they believed the EIS process is having a positive or negative impact on those they supervise. Although 32 percent believed the EIS process is having a positive impact or above no impact, 36 percent indicated that it is having a negative impact or below no impact. Thirty percent of students believed the EIS process is having no impact and 4 percent responded that they did not know.

The majority of the students found EIS to be a beneficial resource when conducting performance evaluations at least to some extent (26 percent above moderate, 35 percent moderate), and responded that they have a clear understanding of the current EIS reporting requirements (61 percent above moderate, 32 moderate). The students had more varied results regarding whether they found the performance evaluation process to be helpful for fostering positive employee development. Although 43 percent found it to be moderately helpful or above, 51 percent indicated that it has not been at all helpful or helpful to a small extent.

EIS							
n = 171							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were well organized and well prepared.	2%	0%	1%	4%	51%	43%	1
The trainer(s) were knowledgeable in the topic.	2%	0%	1%	3%	43%	52%	1
Overall, the interaction between the trainer and the class was positive.	1%	1%	1%	4%	47%	47%	1
The class was a good use of my training time.	4%	2%	3%	28%	45%	18%	1

EIS							
n = 171							
	Negative		Neither or no impact	Positive		I don't know	Missing
Overall, do you believe the EIS process is having a positive or negative impact on those you supervise?	20%	16%	30%	9%	23%	4%	1

EIS							
n = 171							
	No, not at all	Yes, to a small extent	Yes, moderately		Yes, to a great extent	Missing	
Have you found the performance evaluation process helpful for fostering positive employee development?	27%	24%	6%	28%	11%	4%	1
Have you found the EIS to be a beneficial resource when conducting performance evaluations?	12%	22%	5%	35%	14%	12%	1
Do you have a clear understanding of the current EIS reporting requirements?	0%	5%	2%	32%	36%	25%	1

Related On-the-Job Outcomes

The Professional Standards Division monitors the use of the EIS System, such as the review of alerts, the completion of entries, and use of narrative sections. This information is utilized to inform future training needs, as well as other forms of reminder follow-ups to supervisors. Information regarding future training needs pertaining to the EIS System are collected from the Force Audit Reports during the needs assessment process.

Summary

The findings support this class was well conducted and received overall, and that supervisors have a reasonable understanding of the EIS reporting requirements. However, the findings indicate that there may still be some challenges in the application of the EIS system. For instance, a significant portion of supervisors (approximately 36 percent) are still reporting concerns that the EIS system is having an adverse impact on those they supervise. Further exploring these concerns and related strategies for mitigating any unintended consequences of the system may be beneficial. The findings do not indicate the need for immediate additional standalone training in this area, unless related system changes are made. However, they do indicate providing additional reminders or communications outside of training during 2019 may be beneficial (e.g. an email, LMS, or video update).

Overview

At some point in a supervisor's career they are going to respond to an Officer Involved Shooting or an In-Custody Death and be required to effectively manage the event. This session provided supervisors a refresher on Directive 1010.10 and procedures for managing these events. This included identifying the involved and witness members, fulfilling the requirements of the public safety statement, and making the proper notifications.

The need for this training arose from directive changes, particularly the addition of a public safety statement, and the 2017 Training Needs Assessment.

Related Laws/Directives

- 640.10 Crime Scene Procedures
- 1010.00 Use of Force
- 1010.10 Deadly Force and In-Custody Reporting Procedure
- Oregon Revised Statute
 - ORS 161.209 – Use of deadly physical force in defense of a person
 - ORS 161.239 – Use of deadly physical force in making an arrest or preventing an escape

Learning/Performance Objectives

- Explain the role and responsibilities as a supervisor at an Officer Involved Shooting or In-Custody Death incident
- List the three components involved during the administrative investigative process
- Describe the responsibilities of an involved and witness member
- Identify when to compel a member to provide a public safety statement
- Explain the notification procedure once a compelled statement has been received
- Identify the notification procedures

In-Class Learning Assessments

End of Day Directive Test

The end of the day knowledge exam included three questions pertaining to the Deadly Force Directive⁴.

⁴ A copy of this knowledge test is provided in Appendix A.

Results

The first question asked “Who is in charge of the investigation following a deadly force incident?”. The majority of test takers (98 percent) responded correctly “The District Attorney’s Office”. The remaining 3 percent chose either “The Assistant Chief of Investigations” or “Professional Standards”.

The second question was “Which of the following is the correct order when obtaining information contained in the public safety statement?”. Approximately 94 percent of the test takers chose “Outside sources or firsthand obtained information, witness members, involved members”, which was the correct response. The remaining response options provided the correct sources of information but not in the correct order.

The third question asked “Which question is NOT a question the on-scene supervisor should ask in order to ensure public safety?”. All of the test takers responded “Can you (involved member) give me a detailed account of what happened?”, which was the correct answer.

Survey Results: Student Feedback

Six survey items pertaining to the 2018 Supervisor In-service Directive 1010.10 Deadly Force / In-custody Death training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, and whether they have a clear understanding of the current deadly force and in-custody death investigation procedures and reporting requirements for supervisors.

Overall the results were very positive. The majority of the students felt that the trainers were organized and well prepared (25 percent strongly agree, 52 percent agree), and that the class was a good use of their training time (19 percent strongly agree, 58 percent agree). There was a high level of agreement that the trainers were knowledgeable in the topic (36 percent strongly agree, 50 percent agree), and the interaction between the trainer and the class was positive (28 percent strongly agree, 60 percent agree).

The majority of the students reported having at least a moderately clear understanding of the current deadly force and in-custody death investigation procedures (81 percent above moderate, 16 percent moderate), and the reporting requirements for supervisors (81 percent above moderate, 16 percent moderate). In the open-ended survey item to gather additional comments, one student suggested that the class include examples of how in-custody death investigations have been handled here and what lessons have been learned.

Directive 1010.10 Deadly Force / In-Custody Death							
n = 171							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	3%	0%	2%	18%	52%	25%	1
The trainer(s) were knowledgeable in the topic	3%	1%	1%	11%	50%	36%	2
Overall, the interaction between the trainer and the class was positive.	1%	0%	1%	11%	60%	28%	1
The class was a good use of my training time.	1%	1%	3%	18%	58%	19%	1

Directive 1010.10 Deadly Force / In-Custody Death							
n = 171							
	No, not at all	Yes, to a small extent	Yes, moderately	Yes, to a great extent	Missing		
Do you have a clear understanding of the current deadly force and in-custody death investigation procedures?	0%	1%	3%	16%	47%	34%	1
Do you have a clear understanding of the current deadly force and in-custody death reporting requirements for supervisors?	0%	1%	2%	16%	44%	37%	1

Related On-the-Job Outcomes

All use of deadly force encounters have an extensive officer-involved shooting investigation being completed. These investigations include an examination of whether the officer's actions were within policy, the tactics, the use of force decision making (including whether the officer's actions precipitated the use of force), and how the incident was managed by supervisors. All of these aspects are examined to ensure the officers' and supervisors' actions fall within the guidelines of the training they have received. The FDCR data and officer involved shooting cases are reviewed by the Training Division. Findings pertaining to training needs for the Supervisors In-service population are incorporated into the needs assessment process.

Summary

The findings support this class was well conducted and received overall, and that most supervisors have a good understanding of the deadly force and in-custody death investigation procedures and reporting requirements. The findings do not indicate the need for immediate additional standalone training in this area. However, they do support that a related accessible reference resource for supervisors may be beneficial. Such a reference resource on Directive 1010.10 was provided to supervisors at the training event.

Overview

The 330 Directive series covers internal complaint processes, performance deficiencies, and discipline. Substantial changes were made to these directives in early 2018. This class provided members with an update on these directive changes and related processes.

The need for this training arose from the Chief's Office and the 2017 Training Needs Assessment.

Related Laws/Directives

- 330.00 Internal Affairs, Complaint Intake and Processing
- 331.00 Supervisory Investigations
- 332.00 Administrative Investigations
- 333.00 Criminal Investigations of Police Bureau Employees
- 334.00 Performance Deficiencies
- 335.00 Discipline Process
- 336.00 Police Review Board
- 338.00 Discipline Guide
- Human Resources Administrative Rule 2.02 Prohibition Against Workplace Harassment, Discrimination and Retaliation

Learning/Performance Objectives

- Explain the purpose of the Police Accountability system in the Portland Police Bureau
- Describe the processes for taking a complaint
- Describe how to complete a Supervisory Investigation
- Describe the general complaint process
- Articulate the standard “preponderance of the evidence”
- Discuss how to write up findings

In-Class Learning Assessments

End of Day Directive Test

The end of the day knowledge exam included four questions pertaining to the 330 Directive Series⁵.

⁵ A copy of this knowledge test is provided in Appendix A.

Results

The first question asked “What findings are used for a Supervisory Investigation?”. Approximately 66 percent correctly responded “Substantiated, Not Substantiated”. Among those that answered incorrectly, 23 percent answered “Exonerated, Sustained, Not Sustained, Unfounded”, 11 percent responded “Sustained, Not Sustained”, and one percent chose “Valid, Not Valid”.

The second question asked “True or False? Precincts may initiate a Supervisory Investigation without first contacting Internal Affairs.” Approximately 85 percent chose “False”, which was the correct answer.

The third question was “If additional allegations of misconduct are discovered during an investigation of a Performance Deficiency, the investigator should:”. Most of the test takers (94 percent) correctly responded “Contact IA”. Approximately five percent incorrectly answered “Write the new allegation and proceed with the investigation” and the remaining one percent chose “Notify the member and their union representative”.

The fourth question was “What goals do both IPR and IA have in common in terms of investigating complaints?” Students were instructed to “choose all that apply” for this question. Approximately 44 percent of the test takers answered it completely correctly. Most of the test takers (92 to 97 percent) correctly identified “Police Accountability”, “Thorough and fair investigations”, and “Accurate, fair, and impartial findings”. However, only 47 percent correctly identified “Effective disciplinary decision” and 3 percent incorrectly chose “Resolutions where the complainant is always happy”.

Survey Results: Student Feedback

Six survey items pertaining to the 2018 Supervisor In-service Directive 330.00 Internal Affairs, Complaint Intake and Processing training were included in the student feedback survey. The items focused on gaining information on the instruction, whether the training was a good use of time, and whether they have a clear understanding of the current procedures for taking a complaint and how to complete a Supervisory Investigation.

Overall, the results were varied. Most students felt that the trainers were organized and well prepared (30 percent strongly agree, 53 percent agree), were knowledgeable in the topic (46 percent strongly agree, 41 percent agree), and the interaction between the trainer and the class was positive (33 percent strongly agree, 54 percent agree). The students had more varied responses regarding whether they felt the class was a good use of their training time (19 percent strongly agree, 50 percent agree, 23 percent slightly agree).

The majority of the students reported having at least a moderately clear understanding of the current procedures for taking a complaint (66 percent above moderate, 28 percent moderate), and how to complete a Supervisory Investigation (59 percent above moderate, 33 percent moderate).

Directive 330.00 Internal Affairs, Complaint Intake and Processing							
n = 171							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	2%	2%	3%	10%	53%	30%	0
The trainer(s) were knowledgeable in the topic.	1%	2%	3%	7%	41%	46%	0
Overall, the interaction between the trainer and the class was positive.	1%	0%	2%	9%	54%	33%	0
The class was a good use of my training time.	2%	2%	4%	23%	50%	19%	0

Directive 330.00 Internal Affairs, Complaint Intake and Processing							
n = 171							
	No, not at all	Yes, to a small extent	Yes, moderately	Yes, to a great extent	Missing		
Do you have a clear understanding of the current procedures for taking a complaint?	1%	2%	4%	28%	38%	28%	0
Do you have a clear understanding of how to complete a Supervisory Investigation?	1%	4%	4%	33%	36%	23%	0

Related On-the-Job Outcomes

Whether the Directive 330 series is fully and appropriately applied on-the-job is not formally evaluated. However, both Internal Affairs and the Independent Police Review Board review and manage complaints that are processed. As a part of this process, there is a thorough review of systemic/procedural issues, individual performance issues, and whether related directives were applied appropriately (including whether there were other directives applicable to the case). Through this work, both Internal Affairs and the Independent Police Review Board collect observations of where improvements can be made through the intake, investigation, supervisory, and discipline processes. This information is collected through the formal training needs assessment process.

Summary

The findings support this class was well conducted and received overall. Most of the supervisors self-reported a moderate or greater understanding of how to process a complaint and complete a Supervisory Investigation. However, many of the supervisors struggled with the sections of the knowledge test focused on this class. The findings indicate additional training in some areas of the content presented may be beneficial. This is reasonable given substantial changes were made to this Directive series prior to this class. This will be followed up on during the 2019 training needs assessment process.

Overview

In 2017, the Portland Police Bureau changed its system for the collection of data pertaining to mental health calls. Accurate collection of this data is critical to the success of the Portland Police Bureau's mental health response. However, to address ongoing concerns and questions, this class provided a review of the process for the use of the Mental Health Audit Tool to prevent and correct mental health related information errors.

The need for this training arose from the Chief's Office and recommendations from the DOJ and COCL.

Related Laws/Directives

- 850.20 Police Response to Mental Health Crisis

Learning/Performance Objectives

- PPB internal analysis through RegJIN RMS and SQL
- Mental Health Resource Guide
- Mental Health Audit Tool App

In-Class Learning Assessments

End of Day Directive Test

The end of the day knowledge exam included three questions pertaining to the Mental Health Template⁶.

Results

The first question was "Choose the two answers below that would require the officer to fill out the mental health template?". Students were instructed to "choose all that apply" for this question. The majority of test takers (99 percent) answered it completely correctly, with "The officer indicates perceived mental illness and is the author of the G.O." and "The officer indicated perceived mental illness, is ECIT certified and used ECIT skills."

The second question asked "Force is used on a person with mental illness. While reviewing the reports you find that a mental health template has not been completed and the offense code T99999 is attached. What is the best action to take?" Approximately 79 percent of the test takers correctly chose "Direct the appropriate officer to attach the mental health template to a supplemental report and request Records to expedite the supplemental report." Of those that did not respond correctly, approximately 18 percent chose "Direct the appropriate officer on the call to fill out a supplemental report. Process as normal."

⁶ A copy of this knowledge test is provided in Appendix A.

And 3 percent chose “Send the after action report as normal. The template isn’t necessary when an after action report has been completed.”

The third question asked “True or False? When using the Mental Health Audit Tool only cases where the mental health indicator question has been answered with a ‘yes’ response appear on the ‘approvals page’.” Approximately 67 percent of the test takers correctly responded “True”.

Survey Results: Student Feedback

Four survey items pertaining to the 2018 Supervisor In-service Mental Health Template training were included in the student feedback survey. The items focused on gaining information on the instruction and whether the training was a good use of time.

Overall, the results were varied. There was a high level of agreement that the trainers were organized and well prepared (33 percent strongly agree, 59 percent agree), knowledgeable in the topic (38 percent strongly agree, 55 percent agree), and the interaction between the trainer and the class was positive (36 percent strongly agree, 54 percent agree). The students had more varied responses regarding whether they felt the class was a good use of their training time. Although the majority of students indicated that they agreed slightly or above (15 percent strongly agree, 44 percent agree, 26 percent slightly agree), 14 percent disagreed slightly or more that the class was a good use of training time.

Mental Health Template							
n = 171							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1%	0%	2%	6%	59%	33%	0
The trainer(s) were knowledgeable in the topic.	1%	0%	1%	5%	55%	38%	2
Overall, the interaction between the trainer and the class was positive.	1%	0%	1%	8%	54%	36%	0
The class was a good use of my training time.	3%	5%	6%	26%	44%	15%	0

Related On-the-Job Outcomes

The Behavioral Health Unit and Strategic Services Division audits the completion of the Mental Health Templates. Any patterns and/or trends found in these audits are utilized for adjusting the measurement tools and/or identifying additional training needs. The findings from this audit are reported in the Portland Police Bureau’s Model of Mental Health Crisis Response report. This report is reviewed as a part of the Enhanced Crisis Intervention Team training evaluation process, and any findings related to future training needs are included in the training needs assessment process.

Summary

The findings support this class was well conducted and received. The findings do not indicate any immediate future training needs on this topic, however, any future needs will continue to be monitored through the Enhanced Crisis Intervention Team training evaluation.

Overview

The Case Management System (CMS) is used to manage and track police cases. It is also designed to assign follow-up and disposition codes to reports, as well as note cases that are no longer in need of follow-up. This class provided a refresher training on managing police contact cases in the Records Management System. It also provided members an overview of how to utilize the analytic tools in the program for crime reduction missions.

This training was conducted to correct a gap in the usage of the Case Management System portion of the RMS.

Related Laws/Directives

- Directive 640.18 Case Management System

Learning/Performance Objectives

- Describe the importance of managing cases in RMS
- Review how to clear open cases with disposition codes
- Review how to assign follow-up when needed
- Discuss the Events Trending feature for historical crime stats for Precincts

In-Class Learning Assessments

End of Day Directive Test

The end of the day knowledge exam included one question pertaining to this class⁷.

Results

This question was “Cases that are ____ days or older shall be reviewed and suspended if appropriate”. The majority of respondents (96 percent) correctly chose “60”. Of the remaining 4 percent, half chose “30” and half chose “90”.

Survey Results: Student Feedback

Four survey items pertaining to the 2018 Supervisor In-service Case Management training were included in the student feedback survey. The items focused on gaining information on the instruction and whether the training was a good use of time.

Overall, the results for the instruction were very positive. There was a high level of agreement that the trainers were organized and well prepared (32 percent strongly agree, 56 percent agree), knowledgeable

⁷ A copy of this knowledge test is provided in Appendix A.

in the topic (37 percent strongly agree, 54 percent agree), and the interaction between the trainer and the class was positive (32 percent strongly agree, 57 percent agree). The students had more varied responses regarding whether they felt the class was a good use of their training time. Although the majority of students indicated that they agreed slightly or above (15 percent strongly agree, 43 percent agree, 23 percent slightly agree), 19 percent disagreed slightly or more.

Case Management							
n = 171							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	1%	0%	2%	9%	56%	32%	0
The trainer(s) were knowledgeable in the topic.	1%	0%	1%	8%	54%	37%	0
Overall, the interaction between the trainer and the class was positive.	0%	0%	1%	10%	57%	32%	0
The class was a good use of my training time.	2%	9%	8%	23%	43%	15%	0

Related On-the-Job Outcomes

Each precinct assigns a Sergeant to review and follow-up on open-cases in the Case Management System portion of the RMS. Any system issues are brought to the attention of the Portland Police Bureau’s RegJIN unit whom assists with related problem solving. This information is not regularly reviewed as a part of the training needs assessment process, however, each unit is provided an opportunity during the needs assessment process to provide the Training Division input on potential training needs specific to their unit.

Summary

The findings support this class was well conducted and received overall. The findings do not indicate a need for immediate additional training in this topic area.

End of Day Directive Knowledge Check
2018 Supervisors In-Service
Portland Police Bureau

The Portland Police Bureau's 2018 Supervisors In-service attendees took an online test covering portions of each class conducted during the training day. The test was developed by lead instructors and the Curriculum Development Unit of the Training Division. The test consisted of 15 multiple choice or true/false questions. The number of questions pertaining to specific class sessions was: two questions to the After Action Reports / De-escalation class, two to Employee Information System, three to Directive 1010.10 Deadly Force / In-custody Death, four to Directive 330.00 Internal Affairs, Complaint Intake and Processing, three to Mental Health Template, and one to Case Management.

In order to pass students needed to earn a minimum score of 80 percent. A total of 177 individuals took the test and 136 of them passed on the initial attempt. Those that did not pass the initial test had to pass a similar retake test.

1. A decision point analysis in an After Action Review should include the following:
 - a. A review of only the member's actions that constitute force.
 - b. A review of all the member's decisions related to force following the 6 step process as outlined by the directive.
 - c. A review of the member's significant decisions from the beginning of the incident through the end, to include all uses of force.
 - d. A review of the member's report and deficiencies.
2. True or False? When multiple members are involved in an event that results in force, there must not be discrepancies between their reports.
 - a. True
 - b. False
3. A determination is made that supervisors should continue to monitor a member where there are opportunities to improve performance, after which a complete review of that member's EIS record will be conducted. How many days is the monitoring period?
 - a. 30 days
 - b. 60 days
 - c. 90 days
 - d. All of the above can be assigned as the monitoring period.

4. The philosophy and intent behind EIS is:
 - a. To compile data and other information that enables a comprehensive review of a member's work performance.
 - b. To help develop work performance plans and letters of expectation.
 - c. To help management develop and support their members.
 - d. A, B and C are correct
 - e. A & B are correct
5. Who is in charge of the investigation following a deadly force incident?
 - a. The Assistant Chief of Investigations
 - b. The District Attorney's Office
 - c. Internal Affairs
 - d. Professional Standards
6. Which of the following is the correct order when obtaining information contained in the public safety statement?
 - a. Involved members, witness members, outside sources or firsthand obtained information
 - b. Involved members, outside sources or firsthand obtained information, witness members
 - c. Witness members, involved members, outside sources or firsthand obtained information
 - d. Outside sources or firsthand obtained information, involved members, witness members
 - e. Outside sources or firsthand obtained information, witness members, involved members
7. Which question is NOT a question the on-scene supervisor should ask in order to ensure public safety?
 - a. Did the suspect fire any shots?
 - b. Can you (involved member) give me a detailed account of what happened?
 - c. How much time has elapsed since the suspects were last seen?
 - d. Did you (involved member) fire a single shot or multiple shots?
8. What findings are used for a Supervisory Investigation?
 - a. Exonerated, Sustained, Not Sustained, Unfounded
 - b. Substantiated, Not Substantiated
 - c. Valid, Not Valid
 - d. Guilty, Insufficient Evidence, Indeterminate
 - e. Sustained, Not Sustained

9. True or False? Precincts may initiate a Supervisory Investigation without first contacting Internal Affairs.
- True
 - False
10. If additional allegations of misconduct are discovered during an investigation of a Performance Deficiency, the investigator should:
- Write the new allegations and proceed with the investigation
 - Notify the member and their union representative
 - Ignore the issue
 - Contact IA
 - Consult with the City Attorney
11. What goals do both IPR and IA have in common in terms of investigating complaints? (Choose all that apply)
- Police Accountability
 - Thorough and fair investigations
 - Resolutions where the complainant is always happy
 - Effective disciplinary decision
 - Accurate, fair, and impartial findings
12. Choose the two answers below that would require the officer to fill out the mental health template?
- The officer indicates perceived mental illness and is the author of the G.O.
 - The officer indicates they did not perceive mental illness and is the author of the G.O. but a second officer has indicated that they perceived mental illness.
 - The officer did not perceive mental illness and the call did not generate a G.O.
 - The officer indicated perceived mental illness, is ECIT certified and used ECIT skills.

13. Force is used on a person with mental illness. While reviewing the reports you find that a mental health template has **not** been completed and the offense code T99999 is attached. What is the best action to take?
- a. Process as normal. The issue will be corrected by the Force Audit Team.
 - b. Direct the appropriate officer on the call to fill out a supplemental report. Process as normal.
 - c. Direct the appropriate officer to attach the mental health template to a supplemental report and request Records to expedite the supplemental report.
 - d. Send the after action report as normal. The template isn't necessary when an after action report has been completed.
14. True or False? When using the Mental Health Audit Tool only cases where the mental health indicator question has been answered with a "yes" response appear on the "approvals page".
- a. True
 - b. False
15. Cases that are _____ days or older shall be reviewed and suspended if appropriate.
- a. 14
 - b. 30
 - c. 60
 - d. 90

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