

PORTLAND POLICE BUREAU
TRAINING DIVISION



2017-1 IN-SERVICE TRAINING

Evaluation of General In-Service Training for Tenured Officers

MARCH 2018



Ted Wheeler Mayor
Danielle Outlaw Chief of Police
Robert Day Captain, Training Division

2017-1 In-Service Training Program Managers and Lead Instructors:

Captain Bob Day, Lieutenant Kraig McGlathery, Sergeant Ryan Coffey, Ofc. Andy Christopher, Ofc. Erik Daniels, Ofc. Derrick Foxworth, Ofc. Leo Harris, Ofc. Josh Howery, Ofc. Scott Klinger, Ofc. Dennis Mako, Ofc. Bob Phippen, Ofc. Pete Taylor, and Ofc. Kelly VanBlokland

2017 Curriculum Development Unit and the Training Division's Non-Sworn Mental Health Professional:

Lieutenant Kraig McGlathery, Emma Covelli, M.S., Troy Fultz, M.S., Jody Halia, M.S.T., and Dr. Liesbeth Gerritsen, Ph.D.

Report prepared by:

Emma Covelli, M.S., Will Breslin, and Troy Fultz, M.S. in partnership with the 2017-1 In-service training program managers, lead instructors, and curriculum development specialists

Analysis conducted by:

Emma Covelli, M.S., Will Breslin, and Troy Fultz, M.S.

Table of Contents

PATROL TACTICS: DISENGAGEMENT WITH A PLAN	4
CRISIS INTERVENTION: THE SCALED CRISIS RESPONSE MODEL	7
BLOODBORNE PATHOGENS	10
635.20 FILMING THE POLICE	13
LEGAL UPDATES	16
CONDUCTED ELECTRONIC WEAPON	19
FIREARMS	25
CONTROL TACTICS: MOVEMENT, FALLING, AND RECOVERY	28
PATROL TACTICS: VEHICLE ASSISTED RESCUES	33

Overview

This class provided members additional guidance on the development and documentation of a post disengagement follow-up plan portion of Directive 850.20. Directive 850.20 defines disengagement as a tactic to be considered to reduce undue safety risk to a member, the involved person or others. When members disengage from a call as it relates to Directive 850.20 they are required to develop a plan in accordance with bureau training.

This class was designed to expand upon the 2016 In-service Directive 850.20 class. The need for this training arose from Patrol Tactics lead instructors' observations during training, student feedback, the 2016 In-service learning assessment results, the Enhanced Crisis Intervention Team training evaluation results, and the 2016 annual training needs assessment process.

Related Laws/Directives

- 850.20 Police Response to Mental Health Crisis

Learning/Performance Objectives

- List the five new requirements of directive 850.20
- Apply the assessment that guides the decision to disengage
- Know resources available during a crisis call
- Develop a disengagement plan
- Demonstrate reporting

In-Class Learning Assessments

No in-class learning assessments were conducted during this training session.

Survey Results: Student Feedback

Seven survey items pertaining to the 2017-1 In-service Disengagement with a Plan training were included in the student feedback survey. The items focused on gaining information on students' overall satisfaction with the training, whether the training was a good use of time, what challenges are occurring in applying disengagement with a plan on the job, and whether the training increased their understanding and confidence in utilizing disengagement with a plan on the job.

Overall, the results were very positive. There was a high level of agreement that the trainers provided a quality training experience (60 percent agreed, 28 percent strongly agreed) and were knowledgeable in the topic (53 percent agreed, 42 percent strongly agreed). The majority of students also agreed that the class was a good use of their training time (50 percent agreed, 27 percent strongly agreed).

Approximately half of the students reported an increase in their level of understanding of the organizational expectations regarding when to utilize disengagement with a plan (46 percent), understanding of the components involved in the follow-up plan for disengaging (56 percent), and

confidence in being able to utilize disengagement with a plan within policy on the job (49 percent). In the open-ended portion of the survey, five students commented on already knowing the material.

Twenty-four students included a comment regarding challenges with on-the-job application of disengagement with a plan. The main areas mentioned were: disengagement with a plan being over-utilized because it is easy/safe, different views on a call as to when or when not to utilize disengagement, concerns with leaving a problem, the amount of critique from third parties, time or resource shortages, and the process taking too many steps.

Patrol Tactics: Disengagement with a Plan							
n = 310							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) provided quality training experience.	0%	1%	2%	11%	60%	28%	4
The trainer(s) were knowledgeable in the topic.	0%	0%	0%	5%	53%	42%	4
This class was a good use of my training time.*	2%	3%	4%	15%	50%	27%	4

* 1 person (0%) responded by circling both "Slightly Agree" and "Slightly Disagree".

Patrol Tactics: Disengagement with a Plan									
n = 310									
Please estimate your level of understanding or confidence before and after the training in the following areas:		None	Very Low	Moderate		High	Very High	Missing	
Understanding of the organizational expectations regarding when to utilize disengagement with a plan.	Before the training	0%	2%	3%	14%	25%	44%	11%	8
	After the training*	0%	0%	0%	5%	11%	59%	25%	10
Understanding of the components involved in the follow-up plan for disengaging.	Before the training	1%	2%	3%	20%	28%	38%	8%	9
	After the training*	0%	0%	1%	3%	15%	57%	24%	10
Confidence in being able to utilize disengagement with a plan within policy on the job.	Before the training	1%	1%	3%	18%	25%	41%	12%	8
	After the training	0%	0%	1%	4%	12%	56%	27%	10

* 1 person (0%) responded by circling both "High" and the option below it for each of these questions.

Related On-the-Job Outcomes

The Behavioral Health Unit utilizes some quantitative and qualitative measures to monitor the correct utilization of disengagement with a plan. This information is incorporated into the Enhanced Crisis

Intervention Team training evaluation. Findings which are indicative of future training needs are included in the annual training needs assessment.

Summary

The generalizability of these findings to all In-service attendees is somewhat limited by the low survey response rate. However, the findings provided do support that this class was well conducted and received overall, and increased understanding and confidence regarding the utilization of disengagement with a plan. The findings do not suggest the need for any current additional standalone training in this area. Continuing to incorporate reminders regarding disengagement with a plan decision making (including not over-utilizing disengagement with a plan) into training where appropriate may be beneficial.

Overview

This class provided members additional guidance on managing calls pertaining to mental health response. Over the past several years the Portland Police Bureau has been making changes to how it responds to incidents involving subjects in crisis in accordance with the Scaled Crisis Response Model. This class presented the overall Scaled Crisis Response Model in context of patrol and specialty unit duties, provided more specifics regarding the various roles of Enhanced Crisis Intervention Team (ECIT) officers, and provided guidance on the utilization of the Crisis Negotiation Team.

This class was designed to expand upon previous In-service blocks which have included policy, crisis response, and scenario training focused on de-escalation, disengagement with a plan, and crisis intervention. The need for this training arose from student feedback, the 2015 In-service learning assessment results, feedback from the Crisis Negotiation Team, the Enhanced Crisis Intervention Team training evaluation results, and the 2016 annual training needs assessment process.

Related Laws/Directives

- 720.00 Special Emergency Reaction Team and Crisis Negotiation Team
- 850.20 Police Response to Mental Health Crisis

Learning/Performance Objectives

- Articulate elements of the Scaled Crisis Response Model which PPB employs
- Identify common terminology and concepts used across disciplines
- Recognize the application of the model in a patrol setting

In-Class Learning Assessments

No in-class learning assessments were conducted during this training session.

Survey Results: Student Feedback

Five items related to this class were included in the student feedback survey. The items focused on gaining information on the students' overall satisfaction with the training, whether the training was a good use of time, and whether the training increased understanding pertaining to setting up communication teams and the role of a coach on ECIT calls.

Overall, the results were very positive. There was a high level of agreement that the trainers provided a quality training experience (53 percent agreed, 37 percent strongly agreed) and were knowledgeable in the topic (43 percent agreed, 53 percent strongly agreed). The majority of students who responded also agreed that the class was a good use of their training time (50 percent agreed, 35 percent strongly agreed). Over half of the students reported an increase in their level of understanding of how to set up a communication team on an ECIT call (58 percent) and their understanding of the role of a coach on an

ECIT call (56 percent). Approximately 32 percent of the students reported substantial increases in these areas.

Communication							
n = 310							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) provided quality training experience.	0%	1%	1%	8%	53%	37%	14
The trainer(s) were knowledgeable in the topic.	0%	0%	0%	4%	43%	53%	15
This class was a good use of my training time.	1%	1%	3%	10%	50%	35%	14

Communication									
n = 310									
Please estimate your level of understanding or confidence before and after the training in the following areas:									
		None	Very Low	Moderate	High	Very High	Missing		
Understanding of how to set up a communication team that includes a communicator, a coach, and intelligence gatherer on an ECIT call.	Before the training*	0%	7%	6%	21%	22%	29%	14%	13
	After the training	0%	0%	0%	1%	16%	49%	33%	14
Understanding of the role of a coach on an ECIT call.	Before the training	0%	7%	8%	16%	24%	30%	15%	14
	After the training	0%	0%	0%	1%	14%	49%	35%	16

* 1 person (0%) responded by circling both "Moderate" and the option below it.

Related On-the-Job Outcomes

The utilization of ECIT officers and ECIT call outcomes are monitored through the Enhanced Crisis Intervention Team training evaluation. Feedback from the Crisis Negotiation Team (CNT) Sergeant regarding the utilization of CNT services on ECIT calls is incorporated into this evaluation process as well. Findings which are indicative of future training needs are included in the annual training needs assessment.

Summary

The generalizability of these findings to all In-service attendees is somewhat limited by the low survey response rate. However, the findings provided do support that this class was well conducted and received, and increased understanding regarding how to set up a communication team and utilize a coach on an ECIT call. The findings do not suggest the need for any current additional training in this area for the In-service audience. However, given the strong trend suggesting a lack of understanding of

how to utilize ECIT officers in roles other than the primary communicator, this should continue to be closely monitored through the ECIT evaluation process.

BLOODBORNE PATHOGENS

Overview

OSHA's Bloodborne Pathogens Standard (29 CFR 1910.1030) requires employers to provide information and training to workers. Employers must ensure that their workers receive regular training that covers all elements of the standard including, but not limited to: information on bloodborne pathogens and diseases, methods used to control occupational exposure, hepatitis B vaccinations, and medical evaluation, including post-exposure follow-up procedures. Employers must offer this training on initial assignment, at least annually thereafter, and when new or modified tasks or procedures affect a worker's risk of occupational exposure. This course fulfills the recertification requirements for bloodborne pathogens training.

Related Laws/Directives

- 1910.1030 OSHA Regulation on Bloodborne Pathogens
- 630.50 Emergency Medical Aid

Learning/Performance Objectives

- Give at least three examples of workers who are at risk of exposure to bloodborne pathogens
- List the three ways exposure to bloodborne pathogens commonly occurs
- Describe at least five key aspects of a Bloodborne Pathogen Exposure Control Plan
- Explain how properly used PPE and appropriate housekeeping methods protect against exposure to bloodborne pathogens
- List three important steps to take if exposed to a bloodborne pathogen

In-Class Learning Assessments

No in-class learning assessments were conducted for this session.

Survey Results: Student Feedback

Six items related to this class were included in the student feedback survey. The items focused on gaining information on students' overall satisfaction with the training, whether or not the trainer was knowledgeable in the topic, the level of challenge the class provided, whether or not the class was a good use of their training time, whether the students would prefer an in-class or online format for this course, and recommendations on topics for future Bloodborne Pathogen classes.

Overall, the results were mostly positive. There was a high level of agreement that the trainer provided a quality training experience (48 percent agreed, 29 percent strongly agreed) and was knowledgeable in the topic (46 percent agreed, 48 percent strongly agreed). The majority of students agreed that the class was a good use of their training time (36 percent agreed, 27 percent strongly agreed), however, the results for this area were somewhat mixed with approximately fourteen percent of the students showing some level of disagreement. Most students (70 percent) reported that the level of the course content was about

right, but some of the students reported that it was too basic (19 percent), and some reported that it was too advanced (11 percent).

In regards to mode of delivery for this class, approximately sixty-one percent of the responding students reported an online preference, sixteen percent reported a classroom preference, and twenty-three indicated they had no preference.

The students provided some suggested topic areas for future training needs. These included: Hepatitis C treatment, prevention strategies, risks and occurrences of contracting a bloodborne pathogen due to tourniquet or wound care application, how to use the decon supplies, on-the-job injuries, fentanyl, naloxone, and risks of contact exposers other than needle pricks. A couple students also noted it would be helpful to have a reminder to officers to remove dirty gloves from the patrol vehicles.

Bloodborne Pathogens n = 310							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) provided quality training experience.*	0%	3%	3%	16%	48%	29%	14
The trainer(s) were knowledgeable in the topic.	0%	0%	1%	5%	46%	48%	13
This class was a good use of my training time.	2%	8%	4%	24%	36%	27%	13

* 1 person (0%) responded by circling both "Agree" and "Strongly Agree".

Bloodborne Pathogens n = 310						
	Too Basic	About Right	Too Advanced	Missing		
For myself, the course content was:	9%	10%	70%	9%	2%	19

Related On-the-Job Outcomes

Some communicable disease exposures are documented by the Bureau of Fire and Police Disability Retirement, typically when the case involves medical treatment or work time and/or time loss. The Portland Police Bureau also keeps an injury log which includes cases involving FPDR as well as less serious injuries. These data sources, as well as feedback from the PPB's Injury and FPDR sworn liaison and the city nurse, are gathered and incorporated into the needs assessment process.

Summary

The generalizability of these findings to all In-service attendees is somewhat limited by the low survey response rate. However, the findings do support that the trainer provided a quality training experience overall and is viewed as knowledgeable in the topic area. Some of the student feedback, as well as program manager and instructor observations, indicate this training session may be enhanced. This training course is provided every year to In-service attendees and the course content remains primarily the same each year. The instructor has been exploring ways to provide additional relevant updates to the students during this training time to increase engagement and learning. One idea under consideration has been to deliver this training online. By and large, the students appear to be supportive of the idea. Some of the feedback would suggest that maintaining occasional classroom training would be beneficial, perhaps every three years.

Overview

This session provided members with a review of Directive 635.20 Community Member Observation of Police and related Oregon Laws. This specifically covered the allowances and boundaries pertaining to filming the police under various circumstances, as well as when recording devices can be seized.

This session was offered to members as a part of a case agreement and is reflected in the 2016 Annual Training Needs Assessment.

Related Laws/Directives

- 635.20 Community Member Observation of the Police

Learning/Performance Objectives

- Describe current ORS 635.20 law in regards to when people can and cannot record a conversation involving law enforcement
- Identify when it is permissible to seize a recording of law enforcement activity from a community member
- Articulate the procedures for seizing a recording of law enforcement activity from a community member

In-Class Learning Assessments

No in-class learning assessments were conducted for this session.

Survey Results: Student Feedback

Five items related to this class were included in the student feedback survey. The items focused on gaining information on students' overall satisfaction with the training, the overall level of challenge the class provided, whether or not the trainer was knowledgeable in the topic, the level of challenge the course provided, and suggestions on enhancing the training session.

The results were mostly positive but lower than ideal. There was mixed agreement whether the trainers provided a quality training experience (37 percent agreed, 11 percent strongly agreed) and were knowledgeable in the topic (51 percent agreed, 17 percent strongly agreed). Many of the respondents agreed that the class was a good use of their training time (36 percent agreed, 10 percent strongly agreed), however, approximately 28 percent of the respondents answered with some level of disagreement. Approximately sixty-one percent of the respondents reported that the level of the course content was about right, thirty percent found the course at least somewhat too basic, and ten percent reported it to be too advanced.

In the open-ended area for suggestions on enhancing this training section, sixty-two students provided feedback or suggestions regarding the training. The main area mentioned pertained to the need for enhanced instructional quality. Several students also mentioned that the session did not provide

additional new information to them, the amount of time spent on the topic was longer than necessary to convey the information, and that the topic could be done online. Some students also provided specific suggestions for improving the session such as utilizing more case examples and providing recommendations on how to best communicate with community members in these situations.

Directive 635.20							
n = 310							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) provided quality training experience.*	4%	8%	11%	28%	37%	11%	14
The trainer(s) were knowledgeable in the topic.**	2%	3%	6%	20%	51%	17%	14
This class was a good use of my training time.*	5%	9%	14%	25%	36%	10%	13
* 2 people (0%) responded by circling both "Slightly Agree" and "Slightly Disagree" for the first question. ** 1 person (1%) responded by circling both "Slightly Agree" and "Slightly Disagree" for the second question.							

Directive 635.20						
n = 310						
	Too Basic	About Right		Too Advanced	Missing	
For myself, the course content was:*	12%	18%	61%	9%	1%	30
*1% responded by circling "About Right" and the option between it and "Too Advanced".						

Related On-the-Job Outcomes

All occurrences of filming the police are not formally documented and reviewed. However, when they are a part of a criminal case it may be documented in a General Offense or Use of Force Report, which both have supervisory review processes. Currently, this specific feedback is not formally captured by the Training Division. However, supervisory feedback regarding training needs regarding on-the-job application of skills and knowledge in general is collected and incorporated into the needs assessment process.

In addition, filming of the police situations can arise in the complaint data. Complaint cases are formally reviewed by the Independent Police Review as well as Internal Affairs of the Portland Police Bureau in some cases. The Training Division reviews the complaint data findings for trends pertaining to future training needs and meets with the Independent Police Review Director and Internal Affairs command staff as a part of the needs assessment process.

Summary

The generalizability of these findings to all In-service attendees is somewhat limited by the low survey response rate. However, the findings do suggest this training section was good in general but could likely

have been enhanced to maximize training time. Future sessions on legal updates may consider utilizing an online format in some cases and having additional dry runs for curriculum development for in-class presentations. In particular, ensuring the desired message is clear, adds to officers' existing body of knowledge on the topic, and is tailored towards on-the-job application for law enforcement.

Overview

This session provided members with a refresher on the services provided by the City Attorney's Office as well as warrantless search and seizure law. This included a review of the following exclusions and exceptions: abandoned/lost property, automobile exception, community caretaking, consent, emergency aid, exigent circumstances, search incident to arrest, plain view, and administrative searches. The need for a review on search and seizure law came from the City Attorney's Office, Training Division Command staff, and the 2016 training needs assessment process.

Related Laws/Directives

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

Learning/Performance Objectives

- Identify when it is permissible to conduct a warrantless search and seizure.
- Describe the circumstances that apply to the exclusion and eight exceptions pertaining to warrantless searches.

In-Class Learning Assessments

No in-class learning assessments were conducted for this session.

Survey Results: Student Feedback

Five items related to this class were included in the student feedback survey. The items focused on gaining information on students' overall satisfaction with the training, the overall level of challenge the class provided, whether or not the trainer was knowledgeable in the topic, the level of challenge the course provided, and suggestions on enhancing the training session.

The results were mostly positive but lower than ideal. There was mixed agreement whether the trainers provided a quality training experience (35 percent agreed, 11 percent strongly agreed) and were knowledgeable in the topic (45 percent agreed, 21 percent strongly agreed). There was also mixed agreement as to whether the class was a good use of their training time (36 percent agreed, 10 percent strongly agreed). Approximately sixty-four percent of the respondents reported that the level of the course content was about right, thirty percent found the course at least somewhat too basic, and six percent reported it to be too advanced.

In the open-ended area for suggestions on enhancing this training section, seventy-two students provided feedback or suggestions regarding the training. The main areas mentioned pertained to the need for enhanced instructional quality and better on-the-job application of the material. Several students noted the importance of the class but indicated it could have been better delivered. Some also

mentioned the information provided was not new. Many students suggested the use of a District Attorney for legal updates and more utilization of case studies would be very helpful. A couple students suggested the use of online training. One student suggested a related handout for the legal updates would be helpful. A few students provided complimentary comments towards the class session.

Legal Updates n = 310							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) provided quality training experience.*	5%	10%	13%	27%	35%	11%	14
The trainer(s) were knowledgeable in the topic.*	3%	4%	6%	21%	45%	21%	15
This class was a good use of my training time.*	5%	9%	15%	25%	36%	10%	15

* 1 person (0%) responded by circling both "Slightly Agree" and "Slightly Disagree".

Legal Updates n = 310						
	Too Basic	About Right	Too Advanced	Missing		
For myself, the course content was:*	13%	17%	64%	5%	1%	30

*2 people (1%) responded by circling "About Right" and the option above it.

Related On-the-Job Outcomes

All search types conducted through a pedestrian or traffic stop are recorded in the stops data collection system. All searches involving a seizure or use of force are also documented in a General Offense and/or Force Data Collection Report. Both the General Offense and Force Data Collection Reports have supervisory review processes. Currently, information pertaining specifically to searches is not formally examined by the Training Division. However, supervisory feedback on training needs regarding on-the-job application of skills and knowledge in general is collected and incorporated into the needs assessment process.

Summary

The generalizability of these findings to all In-service attendees is somewhat limited by the low survey response rate. However, the findings do suggest this training section was good in general and the topic was needed, but the session could likely have been enhanced to maximize learning and training time. Future sessions on legal updates may consider utilizing additional dry runs for curriculum development for in-class presentations and incorporating a District Attorney into the planning and/or delivery of the

presentation. Of particular importance is ensuring the instruction is tailored towards on-the-job application for law enforcement.

Overview

Officers are trained to carry and use a Conducted Electronic Weapon (CEW) to quickly and safely resolve a violent or potentially violent encounter. These tense and quickly evolving encounters necessitate a dynamic training environment. In order to train officers to make the most reasonable decision during these confrontations, the training regimen includes weapons manipulation, scripted drills which allow for more movement and decision making, and dynamic scenario-based training with role player(s), simulating a real-world situation(s), while stressing reasonable decision making under physical and mental stress.

For the 2017-1 In-service, the CEW session provided members a refresher on Directive 1051.00, a refresher on the X2 Taser equipment, and the CEW qualification course. This training plan stemmed from the need to provide additional training with the new X2 CEW equipment, training program managers' and lead instructors' priorities, and the 2016 training needs assessment.

Related Laws/Directives

- 1051.00 Conducted Electronic Weapon System

Learning/Performance Objectives

- Recall capabilities and limitations of X2
- Identify the capabilities and limitations of the Automatic shutdown Performance Power Magazine
- Demonstrate continued knowledge of CEW Directive via interactive presentation
- Describe current deployment trends at PPB
- Demonstrate proficiency by successfully qualifying with the X2

In-Class Learning Assessments

In-Class Assessment: Quiz with Response Remotes

During the presentation, students were asked ten questions using the Qwizdom Actionpoint software¹. This learning assessment consisted of ten questions. The questions were developed by the Training

¹ Qwizdom is a software plug-in used in conjunction with Microsoft PowerPoint that allows instructors to receive instant feedback from the students who use a clicker style remote to choose answers to questions posed by the instructor within the PowerPoint presentation. The results are tied to each class, but not identifiable to any one individual. The purpose of the use of this system is to keep students engaged and allow the instructor to see the results to give immediate feedback and correction. While the data collected is able to tell how many people scored well on the questions, the Training Division did not set the system up to identify which officer missed particular questions or failed to participate. The questions asked to students during the TASER update course can be found in the Appendix of this report.

Answer data was collected from 17 of the 19 TASER update classes taught during in-service 2017-1. Results were not collected on March 2, 2017 and March 8, 2017 due to an incompatibility with the version of Microsoft PowerPoint which

Division's lead CEW instructor and the Curriculum Development Unit of the Training Division of the Portland Police Bureau. This exam was written specifically for the 2017-1 In-Service CEW Update course. The assessment contained questions related to three videos. These videos were recordings of actual CEW deployments by other police departments within the United States. Video one asked five questions in the form of Yes/No questions. Video two asked two yes/no questions and one multiple choice question. The final video asked one yes/no question and one multiple choice question.

In-Class Results

In-class quiz responses were collected from 729 students. During three of the class sessions there were technical issues where between 1 and 4 questions did not record and collect the student responses. These difficulties happened due to Qwizdom being a new tool used by the Training Division^[1]. After the first few in-service sessions, the difficulties were worked out and the final 13 sessions had no technical issues.

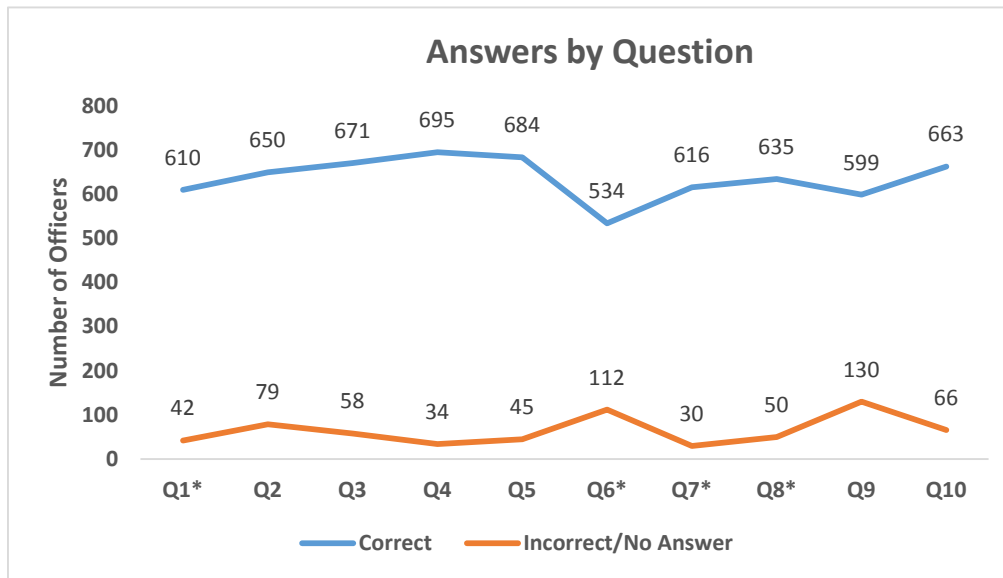
Of the 729 responses collected, 410 students did not miss a question or skip a question that was recorded for their class (76 students did not miss a question but had technical difficulties on between 1 and 4 questions given to them).

The most missed questions were question 2, question 6, and question 9. Question 2 asked students if in the video the subject attempted to flee or if the subject presented an articulable threat to himself, the officer, or others. A total of 56 students got this question incorrect and 23 additional students failed to submit an answer for this question. Question 6 asked students which authorized use of the CEW is depicted, if any? Of the 112 students who did not get the question correct, 94 chose an incorrect answer and 18 students failed to answer the question. This question was a multiple choice question with 5 options. Question 9 asked students the same question with the same answers as question 6, but pertained to another video. There were 92 students who chose an incorrect answer to this question and 38 that failed to select an answer.

While a number of officers chose an incorrect answer to this question, it sparked good discussion within the class as the video was a dynamic situation which showed that the interpretation of the events differ between officers (e.g. some officers viewed the suspect turning and walking away as attempting to flee, while others argued that the actions didn't rise to the level of fleeing). The following graph shows the results from each question.

would not allow video playback. Students were able to view the video content, but not within PowerPoint which led to the inability to collect student responses to the follow-up questions. Students were still asked the questions, but participation using the remote response system was not available. This issue was identified and fixed by training division staff and corrected in time for the third in-service class.

^[1] This happened during the class taught on March 20, where four questions (questions, 1, 6, 7, and 8) had to be thrown out, on March 30, where one question (question 1) had to be thrown out, and on April 13, where two questions were thrown out (questions 6 and 7).



*Q1 was thrown out 77 times, Q6 83 times, Q7 83 times, and Q8 44 times.

It is worth mentioning in this analysis that because the selections are anonymous and are not connected with an individual student that there were instances of students purposely picking wrong answers. This became obvious especially in the class conducted on May 8, 2017 where two students got every question incorrect and 9 students missed 6 or more of the 10 questions. Upon further analysis this was also apparent on questions such as question 6 where over the course of the entire in-service 19 students recorded the answer as “prevent suicide”, an answer that was obviously incorrect. While we expect this to happen within training, this is a small percentage of the total number of students who go through in-service.

The following table shows the individual scores for the exam. Questions that were thrown out were not included in the totals for that particular session. In cases where students did not answer a question, those were marked as incorrect.

Date of Class	0%-59%	60%-69%	70%-79%	80%-89%	90%-100%
3/20/2017*	1	0	0	12	31
3/30/2017**	1	1	3	3	25
4/4/2017	2	0	1	6	27
4/13/2017***	1	0	5	13	20
4/17/2017	0	2	1	6	32
4/24/2017	1	2	2	3	27
4/26/2017	0	2	1	5	39
5/1/2017	0	2	4	4	27
5/8/2017	9	1	2	3	30
5/10/2017	1	0	1	1	43
5/15/2017	2	0	1	6	36
5/22/2017	1	3	0	5	38
5/25/2017	0	3	3	3	33
6/12/2017	0	2	2	3	38
6/19/2017	5	1	1	8	32

Date of Class	0%-59%	60%-69%	70%-79%	80%-89%	90%-100%
6/21/2017	2	0	2	6	41
6/26/2017	2	1	0	4	42

*Four questions thrown out due to technical difficulties.

**One question thrown out due to technical difficulties.

***Two questions thrown out due to technical difficulties.

Skills Assessment: CEW Qualification

The students performed the CEW Qualification, which incorporates general CEW operation skills, providing verbal warnings, and deploying cartridges in the preferred target zone. Taser International requires annual recertification. Recertifying users must deploy two Taser Live CEW cartridges into preferred target zones. A member will not pass the qualification if they fail to provide an appropriate verbal warning, fail to complete the qualification within the specified time frame, or if the four probes impact the target outside of the preferred target zone. If a PPB member fails to meet these requirements, they will perform the qualification again. If the member fails again, they will be given additional instruction and will attempt again.

Skills Assessment Results

The students performed very well on the CEW Qualification. By estimation, approximately one percent of the students had to redo the qualification course. The reasons for having to retake the qualification were typically deploying the cartridges too high, pushing the wrong button, or going to the second cartridge.

Survey Results: Student Feedback

Eight survey items pertaining to this training section were included in the student feedback survey. The items focused on gaining information on the students' overall satisfaction with the training, the trainers' knowledge, the overall level of challenge the course provided, gains in learning, and whether the training was a good use of their training time.

Overall, the results were very positive. There was a high level of agreement that the trainers provided a quality training experience (38 percent agreed, 55 percent strongly agreed) and were knowledgeable in the topic (27 percent agreed, 69 percent strongly agreed). The majority of students also agreed that the class was a good use of their training time (29 percent agreed, 57 percent strongly agreed). Most students (74 percent) reported that the level of the course content was about right. Over half of the students who responded reported an increase in their understanding of the electronic control weapon directive, knowledge of correct X2 procedures, and/or their confidence in utilizing the electronic control weapon within policy on the job and confidence in being able to deploy the X2 effectively under stress.

Conducted Electronic Weapon							
n = 231							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) provided quality training experience.	1%	0%	1%	4%	38%	55%	3
The trainer(s) were knowledgeable in the topic.	1%	0%	1%	1%	27%	69%	3
This class was a good use of my training time.	2%	0%	1%	10%	29%	57%	2

Conducted Electronic Weapon					
n = 231					
	Too Basic	About Right	Too Advanced	Missing	
For myself, the course content was:	1%	10%	74%	13%	1

*3 people (1%) responded by circling "About Right" and the option above it.

Conducted Electronic Weapon										
n = 231										
Please estimate your level of understanding or confidence before and after the training in the following areas:										
		None	Very Low	Moderate	High	Very High	Missing			
Understanding of the Conducted Electronic Weapon Directive	Before the training*	0%	2%	4%	30%	24%	31%	8%	4	
	After the training**	0%	0%	0%	5%	22%	51%	22%	7	
Confidence in utilizing the Conducted Electronic Weapon within policy on the job	Before the training	0%	4%	2%	16%	30%	34%	13%	5	
	After the training	0%	2%	0%	6%	16%	49%	27%	7	
Knowledge of correct X2 procedures	Before the training**	0%	3%	5%	24%	31%	27%	9%	6	
	After the training	0%	1%	1%	6%	17%	51%	24%	8	
Confidence in being able to deploy the X2 effectively under stress	Before the training	0%	5%	4%	23%	28%	28%	12%	5	
	After the training	0%	2%	0%	7%	20%	47%	24%	7	

* 1 person (0%) responded by circling both "Moderate" and the option above it, and 1 person (0%) responded by circling both "High" and the option below it.

** 1 person (0%) responded by circling both "Moderate" and the option above it.

Related On-the-Job Outcomes

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

Summary

The generalizability of these findings to all In-service attendees is somewhat limited by the low survey response rate. However, the findings do provide support that this class was well conducted and increased learning pertaining to the CEW Directive and application. The findings support additional training needs pertaining to use of CEW decision making, in terms of policy, deploying the cartridges within the preferred target zone, and a general refresher on the X2 operations. In addition, findings from the Control Tactics section of this In-service evaluation supported the need for additional understanding regarding the effective range of distance for the use of the CEW.

FIREARMS

Overview

In Firearms, officers are trained in critical skills for ensuring safe and accurate use of firearms under various circumstances that officers may encounter. Firearms are used infrequently during the course of daily patrol. However, when an incident occurs that requires the use of deadly force, it involves a high level of safety risk and often complex circumstances. Due to the nature of these incidents, it is critical that officers come into these unexpected encounters ingrained with substantial muscle memory in firearm skills to allow more cognitive capacity for rapidly evolving decision making.

For the 2017-1 In-service, the Firearms session focused on providing members with a refresher on marksmanship, reloading firearms, and correcting malfunctions, as well as a skills course. The skills course allowed students to practice and integrate some of the refresher skills, as well as practice incorporating moving and shooting at a moving target and decision making skills.

The need for this training arose from an understanding of the perishability of firearm skills, Firearms lead instructor priorities, In-service survey results, and the 2016 annual training needs assessment process.

Related Laws/Directives

- 1010.10 Deadly Physical Force
- ORS 161.239 Use of Deadly Physical Force

Learning/Performance Objectives

- Perform accurately and consistently the firearms drills described in the firearms lesson plans: Fail to Fire, Empty Reloads, Tactical Reloads and Double Feed
- Demonstrate placing hits on a steel target at 25 yards
- Demonstrate hitting a moving target while in motion from between the 10 and 15 yard line
- Perform an empty reload while in motion during the skills course
- Interpret live action targets and make the decision to shoot or not to shoot in a manner consistent with our deadly force policy
- Explain that a majority of police involved shootings are dynamic, moving and over in a short amount of time

In-Class Learning Assessments

Assessment: Skill in Application and Performance of Stationary Reload and Malfunction Drills

During this class, a skills refresher in conducting empty reloads and tactical reloads, and correcting fail to fire and double feed malfunctions. For each of these areas, the instructor provided instruction and demonstration of the skill, and time for the students to perform the skill.

Assessment: Skills Course with Moving and Shooting, Moving Targets, and Decision Making

The skills course provided students an opportunity to practice a range of skillsets while incorporating some stress, movement, and decision making. The skills course included accuracy at various ranges at 25 yards or less, forward and lateral movement, the use of cover, an empty reload, and decision making pertaining to whether or not to shoot.

Results

All of the students performed well in the empty reload, tactical reload, and fail to fire malfunction drills. By estimation, less than two percent of the students needed additional instruction and/or repetitions before being able to correct a double feed malfunction effectively.

The students had more difficulties with the skills course but performed well overall. By estimation, approximately five percent of the students were unable to hit the steel targets at 25 yards within five rounds. Approximately fifty percent of the students missed the target at least once (out of five rounds) during a moving and shooting portion. Approximately a third of the students had to use more than 8 rounds to hit six steel targets from cover at 10 yards (a few needed over 30 rounds to succeed). The vast majority of the students performed very well on the decision to shoot or not shoot portion of the skills course, with all of the students shooting the two targets they should respond to and only three students shooting at the other target.

Survey Results: Student Feedback

Four items related to this training session were included in the student feedback survey. The items focused on gaining information on students’ overall satisfaction with the training, the trainers’ knowledge, the overall level of challenge the course provided, and whether the training was a good use of their training time.

Overall, the results were very positive. There was a high level of agreement that the trainers provided a quality training experience (36 percent agreed, 62 percent strongly agreed) and were knowledgeable in the topic (27 percent agreed, 73 percent strongly agreed). The majority of students also agreed that the class was a good use of their training time (30 percent agreed, 69 percent strongly agreed). Most students (81 percent) reported that the level of the course content was about right.

Firearms							
n = 231							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) provided quality training experience.	1%	0%	0%	1%	36%	62%	8
The trainer(s) were knowledgeable in the topic.	1%	0%	0%	0%	27%	73%	8
This class was a good use of my training time.	1%	0%	0%	1%	30%	69%	8

Firearms n = 231						
	Too Basic		About Right		Too Advanced	Missing
For myself, the course content was:*	1%	8%	81%	8%	1%	17
*1 person (1%) responded by circling "Too Basic" and the option above it. Another person (1%) circled "About Right" and the option above it.						

Related On-the-Job Outcomes

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

Summary

The generalizability of these findings to all In-service attendees is somewhat limited by the low survey response rate. However, the findings do support that the trainers provided a quality training experience and the curriculum provided the appropriate level of challenge. The evaluation findings support a continued need for skills course based firearms training in future In-services that incorporates moving and shooting, shooting from cover, and decision making.

CONTROL TACTICS: MOVEMENT, FALLING, AND RECOVERY

Overview

In Control Tactics, officers obtain training in how to safely make contact with subjects, conduct searches, take subjects into custody, and to counter when subjects attack an officer, including an attempt to gain control of his or her weapon. Inadequate control may result in the risk of injury or death to the public and officers, the failure to reduce crime, and the potential for civil and criminal liability. The program stresses reasonable control given the totality of the circumstances. Control Tactics techniques require refresher trainings due to the natural perishability of the skills.

For the 2017-1 In-service, the Control Tactics portion provided members with training pertaining to movement to maintain advantage during standing and ground attacks. Members are attacked with the intent of knocking them to the ground for follow up assault or to gain an advantage. Members may also be confronted with a sudden threat that creates a need to move quickly to obtain control and then transition. The natural response under many of these circumstances is to step backwards, which can often compromise safety. This class provided training and practice in maintaining a stance under attack that will increase safety for officers, suspects, and other community members.

The need for this training arose from an understanding of the perishability of Control Tactics skills, Control Tactics lead instructor feedback, findings from reviewing use of force cases, and the 2016 annual training needs assessment process.

Related Laws/Directives

- 1010.00 Use of Force

Learning/Performance Objectives

- Apply the Graham Standard in considering control options
- Articulate the reasonableness of the use of a control technique based on the totality of the circumstances consistent with Dir 1010.00 and Graham v. Connor
- Articulate the reasonableness of a use of force in effecting an arrest consistent with Dir 1010.00 and Graham v. Connor
- Identify tools and options that may assist with surviving an attack that knocks a member to the ground
- Consistently perform techniques to safely and effectively attempt to avoid getting knocked down
- Consistently perform techniques to safely and effectively return to standing if knocked down

In-Class Learning Assessments

Assessment: Isolated Skill Building Drills

This class included five skill building drills for practicing the following: lateral movement, stepping off line when under attack, breaking falls to minimize injury, safe movement for gaining distance when on the ground, and regaining a standing position from the ground safely. The instructors provided instruction and demonstration of each of these techniques and then provided the students an opportunity to practice. Student performance was observed and corrected by the Control Tactics instructors as needed.

Assessment: Integrated Skill Building Drills

The class provided four drills which allowed the students to practice the above skills with some additional complexity and decision making. One of these focused on drawing a firearm under various positions while under attack.

The other three were done in a “box drill” format which places the students in a position to practice decision making given a partial scenario. The role player follows a script to attempt to elicit a specific trained response from the student. These three drills were designed to elicit a non-force application, less-lethal force application, and a deadly force application.

The students were provided additional instruction and correction during these drills as needed.

Assessment: Individual Obstacle Course

The obstacle course provided students an opportunity to practice negotiating a reasonable set of obstacles using the various skills developed during the class. This course also included a self-tourniquet application to the leg. The obstacle course allowed the students to practice these skillsets with some time pressure. The students were provided additional instruction and correction by the lead instructors as needed. The application of the tourniquets was checked by the instructors.

Results

The students performed extremely well during the isolated skill building exercises. Only one student had some difficulties. This portion is not expected to be challenging and is more designed to help create muscle memory to override some of the body’s natural reactionary instincts under stress.

During the integrated skill building drills, the students continued to perform well but had more difficulties. About half of the students stayed on the ground during the drawing a firearm drill and the other half attempted to attain a standing position. Most of the students who attempted to attain a standing position struggled with getting up from the ground in a safe manner. Less than one percent of the students were able to attain a standing position so quickly and safely, it was considered a good response. Those that remained on the ground demonstrated a sound and effective response. The students were provided an opportunity to repeat the drill. Almost all of the students took this opportunity. By the end of the session, all of the students performed the exercise well.

In the three “box drill” style exercises, all of the students performed well in the deadly force situation. A couple students utilized their firearm in the less lethal situation, however, it was an appropriate response given their circumstances. None of the students utilized force in the non-force situation.

The students performed well with most of the obstacle course. The two areas where students struggled most were with backpedaling and deciding on which type of force to utilize in close quarters. By estimation, approximately ninety percent of the students returned to a backpedaling response when their attention was split on more factors. By estimation, seventy percent of the students utilized a use of force tool. Of that seventy percent, most of the students chose the conducted electronic weapon, which was not the best option given the close quarters of the situation. The lead instructors debriefed this exercise, which included a discussion on these issues.

Survey Results: Student Feedback

Seven survey items pertaining to this training section were included in the student feedback survey. The items focused on gaining information on the students’ overall satisfaction with the training, the trainers’ knowledge, the overall level of challenge the course provided, gains in learning, and whether the training was a good use of their training time.

Overall, the results were very positive. There was a high level of agreement that the trainers provided a quality training experience (40 percent agreed, 57 percent strongly agreed) and were knowledgeable in the topic (35 percent agreed, 63 percent strongly agreed). The majority of students also agreed that the class was a good use of their training time (36 percent agreed, 56 percent strongly agreed). Most students (78 percent) reported that the level of the course content was about right. Over half of the students who responded reported an increase in their understanding or confidence in ground defense skills, and/or utilizing lateral, sideways, or forward movement under a stressful encounter on the job. Most of the students’ self-ratings in these areas at the end of the training indicated room for additional growth.

Control Tactics							
n = 231							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) provided quality training experience.	0%	0%	0%	4%	40%	57%	7
The trainer(s) were knowledgeable in the topic.	0%	0%	0%	2%	35%	63%	7
This class was a good use of my training time.	0%	0%	2%	5%	36%	56%	7

Control Tactics n = 231						
	Too Basic	About Right			Too Advanced	Missing
For myself, the course content was:*	3%	8%	78%	10%	1%	16

*1 person 1% circled "About Right" and the option below it. Another person (1%) circled "About Right" and the option above it.

Control Tactics n = 231									
Please estimate your level of understanding or confidence before and after the training in the following areas:									
		None	Very Low	Moderate		High	Very High	Missing	
Ground defense skills	Before the training*	0%	6%	11%	42%	18%	16%	5%	9
	After the training*	0%	0%	2%	22%	37%	28%	10%	8
Confidence in defending yourself on the ground	Before the training*	0%	4%	13%	32%	25%	19%	7%	10
	After the training*	0%	1%	1%	21%	30%	37%	11%	9
Confidence you can utilize lateral, sideways, or forward movement under a stressful encounter on the job	Before the training	0%	2%	8%	29%	27%	25%	10%	10
	After the training	0%	0%	1%	10%	27%	46%	15%	10

* 1 person (1%) responded by circling both "Moderate" and the option above it.

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. This information is reviewed and incorporated into the needs assessment process.

Any discharges of a firearm involving a human encounter results in a FDCR and an extensive officer-involved shooting investigation being completed. These investigations include an examination of whether the officer's actions were within policy, the tactical usage of the firearm, and the use of force decision making, including whether the officer's actions precipitated the use of force. The FDCR data and officer involved shooting cases are reviewed by the Training Division. Findings pertaining to training needs for the In-service population are incorporated into the needs assessment process.

Summary

The generalizability of these findings to all In-service attendees is limited by the low survey response rate. However, the findings do support this training was well-received and provided a good opportunity to practice effective movement strategies when under attack and force decision making. This training session allowed some customization for investigators and detectives, which was also well-received.

The evaluation findings support the need for additional training in lateral movement, stepping off line when under attack, breaking falls to minimize injury, safe movement for gaining distance when on the ground, regaining a standing position from the ground safely, ground defense, and use of force decision making in close quarters. During the evaluation process it was also noted that the firearm qualification involves members stepping backward as a part of the movement during the qualification. There may be some benefit in reviewing this part of the qualification to see if another movement pattern may be more beneficial for reinforcing these learning objectives.

Overview

Patrol Tactics is the discipline of synthesizing all of an officer's mental and physical skills and tools to accomplish a goal in a police contact or incident. It is the training that prepares officers for the complexity, stress, and fluid nature of patrol work. It prepares them to manage scenes by using a full repertoire of communication skills, legal knowledge, decision-making, and tactical skills. Patrol Tactics utilizes a combination of scenario-based, skills-based, and classroom training methods. Training on new techniques is necessary to keep up with trends in calls officers are encountering on the job, national trends, lawsuits, and new procedures.

Since 2015, the Patrol Tactics program has been conducting a series of Tactical Emergency Casualty Care training into In-service. This 2017-1 In-service session built off of these previous trainings as well as other training pertaining to rescuing wounded persons. This class provided members with various potential action plans to get to a wounded person utilizing police vehicles. Members received training on how to quickly establish security during potentially ongoing tactical events. The class provided classroom and practical application skills training.

The need for this training arose from the Patrol Tactics lead instructors' observations during training, In-service student survey feedback, the national trend of ambush style attacks on police officers, and the 2016 annual training needs assessment process.

Related Laws/Directives

- 630.50 Emergency Medical Aid
- 1010.00 Use of Force

Learning/Performance Objectives

- Demonstrate the ability to implement S.I.M. (Security, Immediate Action, Medical)
- Describe vehicle sectorization
- Demonstrate proper vehicle roles during an officer/citizen rescue
- Demonstrate ability to implement Post Shooting protocols of CRCR and self/buddy check

In-Class Learning Assessments

No in-class learning assessments were conducted during the classroom portion of the section. The lead instructors observed student performance during the practical application skills portion and conducted debriefs after the scenarios. However, the exercises were in groups of four which limited the view of observing individual performance for many of the skills. Although this was not intended to be an assessment of student learning, it was noted that the students collectively performed well overall. No obvious substantial deficiencies in skills were observed in the group performances. However, it was noted that the portion on moving patients effectively was very dependent on physical abilities.

Survey Results: Student Feedback

Four survey items pertaining to this training session were included in the student feedback survey. The items focused on gaining information on students' overall satisfaction with the training, knowledge of the instructors, the level of challenge the class provided, and whether the training was a good use of their training time.

Overall, the results were very positive. There was a high level of agreement that the trainers provided a quality training experience (49 percent agreed, 46 percent strongly agreed) and were knowledgeable in the topic (41 percent agreed, 55 percent strongly agreed). The majority of students also agreed that the class was a good use of their training time (41 percent agreed, 51 percent strongly agreed). Most students (85 percent) reported that the level of the course content was about right, but some of the students (11 percent) reported that it was too advanced.

Patrol Tactics n = 231							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) provided quality training experience.	0%	0%	1%	4%	49%	46%	20
The trainer(s) were knowledgeable in the topic.	0%	0%	1%	3%	41%	55%	20
This class was a good use of my training time.	0%	1%	2%	5%	41%	51%	20

Patrol Tactics n = 231						
	Too Basic	About Right		Too Advanced	Missing	
For myself, the course content was:	1%	3%	85%	10%	1%	32
*1 person 1% circled "About Right" and the option above it.						

Related On-the-Job Outcomes

The on-the-job documentation of these encounters will vary depending on the type of incident, such as whether the incident involved an arrest, the use of deadly force, and the use of other forms of force. A General Offense Report will typically be completed for these encounters, by the primary officer. The corresponding sergeant reviews these documents for completeness of the reports, as well as reviewing the officer's actions related to decision making, policy, thoroughness of response, and documenting of any crimes. Currently, this specific feedback is not formally captured by the Training Division. However, supervisory feedback regarding on-the-job usage is sometimes provided in the In-service feedback surveys and discussions with the lead instructors and command staff. For instance, a sergeant reported

that officers on his shift applied these skills in a real-world incident after having attended the 2017-1 In-service. He said the base of knowledge provided during this training helped them perform more expeditiously and safely than might otherwise have been expected. Feedback from Precinct Managers is also collected through the needs assessment process.

If the incident utilizes officer use of deadly force, the application of medical care is formally assessed during the officer involved shooting and in-custody death reviews conducted by Internal Affairs, Detectives, and the Training Division. The Training Division reviews these cases for information pertinent to the in-service audience during the needs assessment process.

Summary

The generalizability of these findings to all In-service attendees is limited by the low survey response rate. However, the findings do support that this training was well-received by the respondents and provided a reasonable amount of challenge. The findings do not indicate a need for immediate additional training in vehicle assisted rescues. However, the need for related refresher training will continue to be monitored. The findings also highlight the reality that physical ability can directly relate to job performance for some patrol tasks, which may relate to future training or other organizational planning needs.

PORTLAND POLICE BUREAU
TRAINING DIVISION

14912 NE Airport Way • Portland OR 97230
www.portlandpolice.com

