

PORTLAND POLICE BUREAU
TRAINING DIVISION



ADVANCED ACADEMY 2017-1

PROGRAM MODIFICATIONS

October 2017



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This document describes modifications made to the 2017-2 and 2017-3 Portland Police Bureau Advanced Academy trainings in response to the 2017-1 evaluation results and other logistical and policy considerations. The purpose of this report is to document areas of change to the Academy, and the associated reasons for future Advanced Academy managers and lead instructors. Further details pertaining to specific curriculum changes can be found in the lesson plans.

PROGRAM OVERVIEW

The Advanced Academy is required training for Portland Police Bureau recruit officers after completing the 16-week Basic Academy at the State of Oregon Department of Public Safety Standards and Training (DPSST). It is an additional ten weeks of training that is unique to the Portland Police Bureau. It is not offered by any other agency in the state. The Advanced Academy curricula builds on the foundational training recruit officers receive at DPSST, and develops additional knowledge and skills recruits need for being effective and safe as Portland Police Officers. Training in the Advanced Academy is designed to orient officers to the City of Portland policies and procedures, and develop higher levels of skill and confidence in communication, application of the law, use of force decision making, and tactics. After the Advanced Academy, the recruits complete the balance of their 18 month probation with the Field Training and Evaluation Program (FTEP).

In 2014, the Training Division initiated a redesign of the Advanced Academy curriculum in advance of its move into the new Training Complex. The redesign process examined the DPSST curricula, assessed students' needs, reprioritized content, adopted more active learning strategies, and implemented a process for evaluating the effectiveness of the academy training program. The curricula was redesigned to improve students' learning and to increase their ability to apply the training on patrol. Training staff purposefully sequenced the curriculum to create an optimal progression for learning.

To assess the newly designed program, implementation of a formal training evaluation process began. To date, this evaluation process encompasses customized student feedback surveys, competency-based testing, and feedback from program managers and lead instructors. As time capacity allows, the Training Division will incorporate a post-training student feedback survey and analysis of on-the-job performance.

The 2017-1 Advanced Academy was instructed over a fourteen week time period and was comprised of 534 training hours. The training curricula included law, community relations, investigations, orientation to specialty units, crisis intervention, firearms, defensive tactics, police vehicle operations, and patrol tactics.



PROGRAM SCHEDULING AND LOGISTICS

Since the 2014-1 Advanced Academy, several adjustments have been made pertaining to scheduling and other training logistics. Many of these changes have been focused on maximizing training time by ensuring meaningful class sequencing, reducing unproductive duplication of materials, providing adequate breaks, and creating a training environment that is most conducive to learning.

During the 2017-1 Advanced Academy, the Training Division continued to monitor the effectiveness of previous scheduling and logistical changes, as well as added some additional focus to assessing nonproductive duplication of training between the Basic Academy, Advanced Academy, and field training for new recruits. Overall, the results were supportive of the previous changes made. Some of these included allocating more time for breaks, reducing distractions from internal and external visitors, altering the sequencing of some of the classes, and reducing some of the duplication of training material for new recruits.

Main Evaluation Findings Identified for Consideration

- Having some of the more active training incorporated earlier in the Academy may increase student engagement and learning.
- Allowing a lighter dress code in firearms training during the summer months may help reduce exhaustion.
- The students and instructors reported noticeable physical and mental exhaustion among the students at times, which appeared to impact their attention span and ability to retain the material. Some potential solutions provided were:
 - Scheduling Firearms and Defensive Tactics training on separate days or with a classroom training in between.
 - Scheduling Defensive Tactics in 2.5 hour blocks.
 - Having a mix between classroom and physical training within a training day.
 - Reducing the amount of training days that end in the evening and then start early the next morning.
- Several areas of duplication were noted for additional examination:
 - Mental Health Response / Crisis Intervention: duplication within the Mental Health Response program, as well as with the additional stand-alone EAP suicide, personal communication, and stress management classes.
 - Conversations with Purpose (CWP): some redundancy within the set of CWP sessions.
 - Officer Involved Shooting (OIS): some redundancy within the set of OIS sessions.

- EAP Suicide Intervention: duplication with the Mental Health Response and Basic Academy classes.
- Personal Communication: duplication with the Mental Health Response classes.
- Stress Management: duplication with the Mental Health Response and Basic Academy classes.
- Civil Liability and Tort: duplication with the Law classes.
- Professionalism: some redundancy within the Professionalism series, as well as with the Basic Academy classes.
- Domestic Violence Reduction Unit (DVRU): some redundancy within the DVRU class sessions, as well as with the Basic Academy classes.
- Patrol Tactics: portions of Traffic Stops 1 has duplication with the Basic Academy and the field training for new recruits. This feedback is partially dependent on how much street time the new recruits has prior to this class.
- Police Vehicle Operations: portions of the Basic Skills class has duplication with the Basic Academy training.
- Equity: some duplication with the Basic Academy.
- Distractions from having observers in training were lessened, compared to some of the previous Academies. However, distractions to student learning and participation were still notable.
- A few areas pertaining to sequencing needs were:
 - High-risk vehicle stop training prior to the post-PIT class.
 - Training on rolling people over before the post-shooting/shield training.
 - Radio protocol training prior to scenario training.

Main Changes Pertaining to Scheduling/Logistics

The Advanced Academy management and lead instructors made changes related to many of the above areas in preparation for the 2017-2 and 2017-3 Academies. Other considerations are being further assessed or are planned to be implemented during the next cycle of changes. In addition, due to the high volume of hiring officers and the importance of ensuring they receive sufficient time with their coaches in field training, the time allotted for the Advanced Academy was reduced. The Advanced Academy management made additional changes to maximize training time and will continue to monitor the program to ensure program goals continue to be achieved.

Changes Implemented for the 2017-2 and 2017-3 Academies

- The students now have the option of wearing t-shirts with a ballistic vest, instead of full uniform tops, during firearms training.

- Active training now starts within the first week of the academy.
- Pertaining to areas of sequencing:
 - The Patrol Tactics and Defensive Tactics lead instructors will coordinate to provide the students some exercises in rolling people over prior to the Post Shooting / Shield training.
 - The high-risk vehicle stop training will be conducted prior to the post-PIT class.
 - The Advanced Academy and field training programs coordinated to ensure the new recruits will have received training and experience in radio protocols prior to scenario training.
- Pertaining to areas of class curriculum duplication:
 - Mental Health Response / Crisis Intervention: some of the stand-alone classes which were overlapping with the Mental Health Response program will be reduced to allow more focused attention during the Mental Health Response program. The new recruits will continue to receive a minimum of 40 hours of Mental Health Response / Crisis Intervention training.
 - Personal Communication: will be shortened by a half hour.
 - Stress Management: portions of the curriculum will be incorporated into the Mindset class.
 - Professionalism: these training sessions will be condensed somewhat, based on what materials are already covered in other classes in the Basic or Advanced Academy.
 - Patrol Tactics Traffic Stops 1: portions of the Traffic Stops 1 and 2 curriculum will be condensed and combined.
 - Police Vehicle Operations (PVO): portions of the Basic Skills class will be combined into other PVO classes.
 - Crisis Negotiation Team: this class session will be removed and portions of the content will be covered through the crisis intervention classes.
 - The following classes or sessions will be removed from the schedule. Much of the content was found to be covered in the Basic Academy, other Advanced Academy classes, field training, or other informal training/mentoring. Other content was found to be too in-depth for this stage of a new recruit's career and difficult for them to retain given the amount of information they are required to learn. Some of the content is being considered for future online or stand-alone training development that can be provided to new recruits at various stages of their career.
 - Conversations with Purpose
 - Officer Involved Shooting
 - EAP: Suicide Awareness

- Civil Liability/Tort Claims
 - Domestic Violence Reduction Unit
 - Employee Information System
 - Forensics
 - Child Abuse
 - Missing Persons
 - Internal Affairs / Independent Police Review
 - Employee Assistance Program / Alcohol Awareness
 - Street Contacts
 - Gang Enforcement Team / Prostitution
 - Major Crimes / Officer Involved Shooting / Custody Deaths
- In addition, training time for the following programs will be reduced.
 - Police Vehicle Operations (2.5 hours)
 - Patrol Tactics (18 hours)
 - Defensive Tactics (13.5 hours)
 - Firearms (13.5 hours)
 - Law (3 hours)
 - The Advanced Academy will be delivered in two sessions. The first session will be six weeks in length with curricula largely focused on community relations, mental health, law and directives, defensive tactics, and firearms. The students will then return to the field training program for a six week period and incorporate applicable knowledge and skillsets to their on-the-job training experience. After this six week period, they will return to the Advanced Academy for a four week session of curricula focused on police vehicle operations, patrol tactics, and scenario training.

CURRICULUM DEVELOPMENT

The curricula for the Advanced Academy is continually assessed and refined based on instructor observations, evaluation results, new materials from conferences and trainings, and practices learned from visiting other agencies. Program managers and lead instructors made substantial changes in scheduling, reducing nonproductive duplication of material, and condensing curricula between the 2017-1 and 2017-2/3 academies. Some programs within the Advanced Academy also conducted an extensive review and refinement of their curriculum. However, due to time constraints, some areas identified for curriculum development considerations have yet to be reviewed and will be further during the next cycle of changes.

Due to the large number of classes in the Advanced Academy program, only the main program areas and stand-alone classes indicating a need for change or follow up are listed in this section. The following sections provide a brief summary of the evaluation findings pertaining to future considerations for these program areas/classes, as well as associated changes that have been integrated into the 2017-2 and 2017-3 Advanced Academies. All other classes were well received with no need identified for modification or have already been addressed in the prior section on scheduling and logistics.

DEFENSIVE TACTICS

Program overview

In Defensive Tactics (DT), officers obtain training in safe approaches to make contact with people, conduct searches, take people into custody, and survive when subjects physically attack an officer, including attempt to gain control of his or her weapon. Inadequate control results 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. Advanced Academy 2017-1 allotted 74.5 hours for Defensive Tactics.

Evaluation Results

The portions of the evaluation for Defensive Tactics focused on student satisfaction, training quality, sequencing in relation to the Patrol Tactics' scenario training, learning and confidence, and tracking the training needs and what aspects of the training have been most helpful for this particular cohort. The main purpose of the last two items is to provide the instructors current information to further tailor their classes while the Academy is still on-going. This information is also reviewed periodically by the evaluation analyst to assess whether any trends develop over time that may be informative to overall considerations for the program. Overall, the Defensive Tactics training program was very well received and the students gained skills and confidence in core areas of the program.

Main Findings Identified for Consideration

- An inconsistency in instruction between the Defensive Tactics and Patrol Tactics programs occurred, pertaining to whether or not to have subjects do a 360 degree turn during a high risk stop.

- The Patrol Tactics program was unable to have the Defensive Tactics come in to train on rolling people over prior to the post-shooting/shield training due to a scheduling conflict.
- The students self-assessed their ending skill level in choke defense, ground defense, and takedown techniques slightly lower compared to the other defensive tactics skills.
- Scheduling Defensive Tactics sessions in 2-2.5 hour blocks would be ideal for student retention.
- Related on-the-job feedback: In general, new recruits are sometimes defaulting too quickly to disengaging and appear less confident in strategies involving problem solving and interacting. Many are also not utilizing the appropriate level of force quickly enough, sometimes due to relying too heavily on verbal de-escalation attempts, resulting in escalating situations and increasing safety risks for both officers and community members.

Main Changes and/or Follow-Up Pertaining to Defensive Tactics

- Since the 2017-1 Advanced Academy, the Defensive Tactics instructors have visited the Basic Academy to review their current curriculum. They utilized this information to identify better ways to build off of this program during the Advanced Academy. They also removed some of the techniques less applied in practical application, and added additional training in takedowns, ground defense techniques, and applying defensive tactics under more realistic and stressful situations.
- The Patrol Tactics and Defensive Tactics instructors met to ensure consistency in instruction regarding subject positioning during high risk stop procedures.
- The Patrol Tactics and Defensive Tactics programs will coordinate to provide the students some exercises in rolling people over prior to the Post Shooting / Shield training.
- The Defensive Tactics program will reduce its training time by 13.5 hours due to the shortened time allocated to the Advanced Academy.

FIREARMS

Program overview

In Firearms, officers are trained in critical skills for ensuring safe and accurate use of firearms under various circumstances officers can encounter. Firearms are used infrequently during the course of daily patrol, however, these cases involve a high level of safety risk and are often complex. Due to the nature of these incidents, it is critical officers come into these unexpected encounters with substantial ability in firearm skills to allow more cognitive capacity for decision making under time duress. Advanced Academy 2017-1 allotted 67.5 hours for firearms.

Evaluation Results

The portions of the evaluation for Firearms focused on student satisfaction, training quality, student learning and confidence, and tracking the training needs and what aspects of the training have been most helpful for this particular cohort. The main purpose of the latter items is to provide the instructors current information to further tailor their classes while the academy is still on-going. This information is also reviewed periodically by the evaluation analyst to assess whether any trends develop over time that may be informative to overall considerations for the program. Overall, the Firearms training program was very well received and the students gained skills and confidence in core areas of the program.

Main Findings Identified for Consideration

- The students appear to be starting the Advanced Academy with lower skillsets pertaining to shotguns, positional shooting, and utilizing handguns in various moving and shooting circumstances, compared to many other firearm skills.
- The students continue to demonstrate some difficulty with transitioning their static firearm skills to applying firearm skills in scenario training, with the need to utilize cover, movement, etc.
- Having one training day conducted at Tri-County, near the end of the firearms sessions, would be helpful for 180 degree courses that incorporate more movement and potential threats from various angles. The Training Complex does not have the facilities for this type of training.
- Scheduling Firearms and Defensive Tactics training on separate days would be ideal for reducing student fatigue and increasing learning.
- Allowing a lighter dress code in Firearms training during the summer months would help reduce exhaustion.
- Related on-the-job feedback: In general, new recruits are sometimes defaulting too quickly to disengaging and appear less confident in strategies involving problem solving and interacting. Many are also not utilizing the appropriate level of force quickly enough, sometimes due to relying too heavily on verbal de-escalation attempts, resulting in escalating situations and increasing safety risks for both officers and community members.

Main Changes and/or Follow-Up Pertaining to Firearms

- The Firearms lead instructors conducted some additional research and received further training in firearms training techniques after the 2017-1 Academy. The Advanced Academy Firearms program was revised to incorporate a greater emphasis on the practical application of firearms skills, such as moving and shooting, utilizing cover, operating firearms from various positions, low light conditions, performing under stress, and utilizing vehicles. Less time will be spent on marksmanship beyond 15 yards.
- The students now have the option of wearing t-shirts with a ballistic vest, instead of full uniform tops, during firearms training.
- The Firearms program will reduce its training time by 13.5 hours due to the shortened time allocated to the Advanced Academy.

MENTAL HEALTH RESPONSE

Program overview

Mental Health Response Training, internally often referred to as crisis intervention training provides officers with information to help handle calls involving people in crisis. All Portland Police Bureau recruits receive a minimum of 40 hours of Mental Health Response training between their Basic and Advanced Academy training. This training focuses on identifying signs and symptoms of mental illness, communicating with people in crisis and using community resources to help resolve calls. The classes rely on input from various behavioral health professionals and incorporates stories from people with lived experience. The program emphasizes role playing and scenario training in partnership with the Patrol Tactics program. The Advanced Academy builds on 12 hours of curricula delivered at DPSST. The Advanced Academy 2017-1 allotted 28 hours of Mental Health Response Training.

Evaluation Results

The portions of the evaluation for Mental Health Response focused on student satisfaction, training quality, student learning and confidence, the usefulness of specific training methods, suggestions for improvement, and open-ended opportunities for remaining questions pertaining to the Behavioral Health Unit's resources and requests for additional mental health related information. Occasionally, the students were also asked about their current knowledge and confidence levels to help instructors gauge the training needs of the specific cohort. Overall, the Mental Health Response program was well received and beneficial in increasing student knowledge in core areas of the program. A fair amount of duplication in related curriculum was identified, as well as some additional areas that may enhance the program.

Main Evaluation Findings Identified for Consideration

- Some areas of the Mental Health Response training may have nonproductive duplication with the Basic Academy, as well as the suicide, communication, and stress management classes within the Advanced Academy.
- Further tailoring the program to have greater emphasis on on-the-job relevance may be helpful.
- The students shared suggestions for making the classroom-based scenario exercises more engaging for them. For example, having the students be role players in the classroom-based scenario.
- Some changes were made to one of the guest speaker presentations that appeared to be less effective in meeting the main learning objectives than the prior approach.
- One session had an external presenter filling in for another instructor. The instruction for this section was less effective compared to past Academies, likely due to having to teach another person's curriculum upon short notice.

Main Changes and/or Follow-Up Pertaining to Mental Health Response

- Some of the curriculum which was redundant with content in the Mental Health Response training was removed from the Advanced Academy.
- One of the classroom scenario exercises adjusted to allow the students to role play in the scenario.

- The guest speaker's presentation was adjusted to be more similar to what had been effective in previous trainings.

PATROL TACTICS

Program Overview

Patrol Tactics trains and prepares officers for the complexity, stress, and fluid nature of patrol work. It 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 prepares them to manage scenes by using a full repertoire of communication and tactical skills (including de-escalation skills), legal knowledge and use of force decision-making. Patrol Tactics utilizes a combination of scenario-based, skills-based, and classroom-based training methods. Patrol Tactics provides the framework for the application of the skills and knowledge provided in the other disciplines. Advanced Academy 2017-1 allotted 135.5¹ hours for Patrol Tactics.

Evaluation Results

The portions of the evaluation for Patrol Tactics focused on student satisfaction, training quality, student learning and confidence, the sequencing of prerequisites for scenario training, suggestions for program improvement, redundancy with the Basic Academy training, and instructional inconsistencies between classes and/or instructors. Overall, the Patrol Tactics training program was very well received and the students gained skills and confidence in core areas of the program.

Main Findings Identified for Consideration

- A few inconsistencies in teaching between instructors were noted. These were related to more use of satellite and lead instructors to fill in for one of the lead Patrol Tactics instructors. One inconsistency pertained to whether or not to have subjects do a 360 degree turn during a high risk stop, one related to shield training, and the other related to some differences in instruction regarding building searches.
- A few challenges with sequencing were noted, pertaining to receiving:
 - High-risk vehicle stop training prior to the post-PIT class.
 - Training on rolling people over before the post-shooting/shield training.
 - Radio protocol training prior to scenario training.
- There was some confusion related to the students being allowed to use their flashlights during one of the tourniquet drills, which is to be conducted in the dark.
- Portions of Traffic Stops 1 and 2 may be able to be condensed, depending on the amount of street time the new recruits have prior to the Advanced Academy.
- There may be value in reviewing the building search curriculum to assess whether any updates would enhance the curriculum.
- Related on-the-job feedback: In general, new recruits are sometimes defaulting too quickly to disengaging and appear less confident in strategies involving problem solving and interacting. Many

¹ The allotted hours for Patrol Tactics may be represented as higher in other documentation. This is due to ten crisis intervention training hours facilitated within the Patrol Tactics' scenario training time.

are also not utilizing the appropriate level of force quickly enough, sometimes due to relying too heavily on verbal de-escalation attempts, resulting in escalating situations and increasing safety risks for both officers and community members.

Main Changes and/or Follow-Up Pertaining to Patrol Tactics

- The Patrol Tactics and Defensive Tactics instructors met to ensure consistency in instruction regarding subject positioning during high risk stop procedures.
- The high-risk vehicle stop training will be conducted prior to the post-PIT class.
- The Patrol Tactics and Defensive Tactics programs will coordinate to provide the students some exercises in rolling people over prior to the Post Shooting / Shield training.
- The Advanced Academy and field training programs coordinated to ensure the new recruits will have received training and experience in radio protocols prior to scenario training.
- The Patrol Tactics lead instructors followed up with other instructors to clarify that the students do not use flashlights during the tourniquet application in the dark exercise.
- The Patrol Tactics program will reduce its training time by 22.5 hours due to the shortened time allocated to the Advanced Academy. This will reduce some of the training time spent in traffic stops, building searches, high risk vehicle stops, and scenarios.
- With the new scheduling for the Advanced Academy, some of the Patrol Tactics fundamentals, Tactical Emergency Casualty Care, investigations, and use of force decision making sessions will be conducted during the first six-week portion of the academy and the majority of Patrol Tactics training conducted in the second four-week portion.

POLICE VEHICLE OPERATIONS

Program overview

Recruit officers receive classroom, skills, and scenario based training related to safely and efficiently handling police vehicles in challenging traffic environments, various road conditions, during pursuits and emergency situations, with multiple distractions. They are exposed to and gain a foundational context for decision making during pursuit driving. Police Vehicle Operations (PVO) training integrates tactical decision-making, state law, and bureau policy with physically operating a vehicle under stress. Training is critical for ensuring officers will make appropriate decisions during low frequency vehicle maneuvers, such as pursuit intervention techniques (PIT), safely and accurately when needed. Police Vehicle Operations training is unique among the skills programs because, as citizens, officers are drivers. Consequently, officers must re-learn a skill they may believe is already strong and develop critical thinking skills, safer habits, and attitudes for operating a police vehicle 8 - 12 hours a day. The Advanced Academy 2017-1 allotted 57 hours of Police Vehicle Operations training.

Evaluation Results

The portions of the evaluation for Police Vehicle Operations focused on student satisfaction, training quality, student learning and confidence, the usefulness of specific training methods, and assessing instructional consistency between classes and/or instructors. Overall, the Police Vehicle Operation training program was very well received and the students gained skills and confidence in core areas of the program.

Main Findings Identified for Consideration

- The findings indicated some of the students could have attained a more thorough understanding of pursuit policy and decision making. To further strengthen the students' understanding of pursuit policy and decision making, a greater emphasis on these topic areas in the future could be beneficial.
- There was some confusion regarding the difference between High Risk stops and post-PIT.
- It was noted that the students did not initiate leadership roles, but would reluctantly take a lead role when asked.

Main Changes and/or Follow-Up Pertaining to Police Vehicle Operations

- The lead instructor will ensure the difference between the High Risk stops and post-PIT is further explained, as well as the reason for the difference.
- The lead instructor will include an informal knowledge check earlier in the Advanced Academy on Police Vehicle Operations policy and decision making, to help the instructors and students gauge where additional learning is needed.
- The Police Vehicle Operations program will reduce its training time by 7 hours due to the shortened time allocated to the Advanced Academy. Less time will be spent on basic skills taught at the Basic Academy.

LAW

Course Overview

This series of classes reviews Federal and Oregon case law pertaining to Person Encounters, Miranda and Search and Seizure, Oregon statutes, and Portland City Codes regarding criminal charges and definitions that are not covered or only partially covered at the Basic Academy. This course also provides some practical application instruction relating to report writing, investigations, and courtroom testimony. Additional instruction in law is integrated into other parts of the Advanced Academy as well, to assist students with retention and practical application of the material.

Evaluation Results

The portions of the evaluation for Law focused on student satisfaction, training value, student learning, and sequencing in relation to the Patrol Tactic's scenario training. Overall, the students rated the classes positively, reported an increase in learning from the program, and sufficient preparation in law prior to scenario training.

Main Evaluation Findings Identified for Consideration

Additional interaction within the law courses may further enhance student engagement and learning. Some of the recommendations include the use of additional case law, discussion, "what if" scenarios, and experience applying the knowledge to realistic situations.

Main Changes and/or Follow-Up Pertaining to Law

- Minor additions to case law were made between the 2017-1 and 2017-2/3 Academies.
- The Advanced Academy law tests were updated for the 2017-2/3 Academies.
- The Law program will reduce its training time by 3 hours due to the shortened time allocated to the Advanced Academy.

EQUITY

Course Overview

This curriculum was developed in partnership with the City of Portland's Office of Equity and Human Rights; it is a law enforcement version of a course requirement for all City employees. It is designed to help participants become more familiar with racial history in the U.S., understand how structures and institutions impact people differently by race, and how these factors impact our work and interactions with others.

Evaluation Results

The portions of the evaluation for Equity focused on gauging general satisfaction and value of the training session, student learning, and suggestions for enhancing the curriculum. Overall, the Equity class received positive ratings and the findings supported the previous changes program managers and lead instructors have made to the curriculum. The students provided a few suggestions for further enhancing the class.

Main Evaluation Findings Identified for Consideration

- Having the curriculum become more inclusive of other cultures and races would be beneficial.
- Ensuring the curriculum and instructors are forward thinking and do not focus on historical blame.
- Having additional focus on local issues, current events, and applicability to law enforcement would be helpful.

Main Changes and/or Follow-Up Pertaining to Equity

- No curriculum changes were made to this class between the 2017-1 and 2017-2/3 Academies.

ACADEMY TRAINING HOURS FOR NEW RECRUITS

The new recruits receive training from the Oregon Department Public Safety Standards and Training's Basic Academy, and the Portland Police Bureau's Field Training and Evaluation Program, pre and post-Academy courses, and the Advanced Academy. The main components of the current Basic² and Advanced³ Academies are provided below.

Course Subject	Hours (Basic / Advanced)	Class Examples
Community Relations and Human Behavior	44.5 / 13.5 Total: 58	Community Policing / Problem Oriented Policing, Cultural Awareness and Diversity, Police Legitimacy and Procedural Justice, Deaf / Hard of Hearing Community, Equity
Mental Health	26 / 18 Total: 44	Mental Health Legal Considerations, De-escalation, Veterans Awareness, Scenarios, Crisis Intervention
Health and Safety	36.5 / 0 Total: 36.5	Disease Awareness & Prevention, Physical Fitness Training, Fitness and Nutrition
Investigations	75.5 / 0 Total: 75.5	Crash Investigations, Domestic Violence, Missing and Abducted Children, Forensics
Law and Legal Topics	69 / 43 Total: 112	Civil Liability and Civil Rights Violations, Juvenile Law, Offenses Against Property, Procedural Law, Use of Force Law and Policy
Patrol Procedures / Tactics, Scenario Training	142.5 / 113 Total: 255.5	Gang Awareness, Traffic Law Enforcement, Patrol Procedures, Report Writing, Cultural Awareness / Communication, Building Searches, Mental Health Response, Active Shooter
Applied Use of Force Skills	128 / 110.5 Total: 238.5	Defensive Tactics, Firearms, Less Lethal Options and Concepts, Confrontational Simulation, Searches, Use of Force Directive
Tactical Skills / Police Vehicle Operations	77 / 45.5 Total: 122.5	Police Vehicle Operations, Principles of Tactical Movement and Searching, Vehicle Stops

² Current as of October 2017.

³ The information provided reflects the components for the 2017-2 and 2017-3 Advanced Academies.

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