

PORTLAND POLICE BUREAU  
TRAINING DIVISION



# 2018-2 IN-SERVICE TRAINING

## Evaluation of General In-Service Training for Tenured Officers

April 2019



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# Table of Contents

INTRODUCTION .....	4
DE-ESCALATION/DIFFUSION AND CRITICAL DECISION MAKING:.....	6
LEGAL UPDATES .....	11
BLOODBORNE PATHOGENS .....	16
IMPLICIT BIAS.....	18
APPENDIX A: END OF DAY KNOWLEDGE CHECK QUESTIONS .....	22
APPENDIX B: LEGAL UPDATES CLASS KNOWLEDGE CHECK QUESTIONS.....	25

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## INTRODUCTION

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The purpose of the In-service is to receive training pertaining to officers' state re-certification and OSHA requirements, the maintenance of perishable skills, new trends and equipment, updates on policy and procedural changes, and advanced law enforcement training. In general, skills perish over time when they are not used regularly. Law enforcement faces a particular challenge as they are forced to make split-second decisions in circumstances that are tense, uncertain, and rapidly evolving. These decision points are analyzed through the totality of the circumstances and the reasonableness of the officer's actions. Continual training is critical for ensuring that officers can perform at their best under these unpredictable and complicated circumstances.

Every year there are more identified training needs for In-service than training hours, which brings an additional challenge to the training managers as they balance the prioritizing of training needs with maximizing training time. The 2018-2 In-service was a one day training for all sworn Portland Police Bureau members. The 2018-2 In-service provided training in decision point analysis, critical decision making, legal updates, bloodborne pathogens, and implicit bias. These topic areas were derived from the Chief's Office, external auditor reports, Training Division lead instructors and management, and the formal needs assessment process.

**Figure 1: 2018-2 In-service**

<b>Class Session</b>	<b>Number of Hours</b>
Decision Point Analysis / Critical Decision Making	2
Legal Updates	2
Bloodborne Pathogens	1
Implicit Bias	3

### *The In-Service Evaluation Process*

The Training Division utilizes multiple research methodologies within the Kirkpatrick Model of training evaluation for evaluating the effectiveness and impact of training. For In-service, the evaluation process includes examining the quality of the training event, student learning, the relevancy of the material, and related on-the-job outcomes. This includes the use of student feedback surveys, observation, instructor feedback, learning assessments, and several data sources pertaining to on-the-job outcomes (for example, use of force data, pursuit data, misconduct complaint data, etc.). In addition, knowledge of other internal training program evaluation findings sometimes provide further insight during the In-service evaluation process. The training evaluation process utilizes a mixed-method approach, with the analysis integrating the findings from various sources of information to form a more comprehensive perspective.

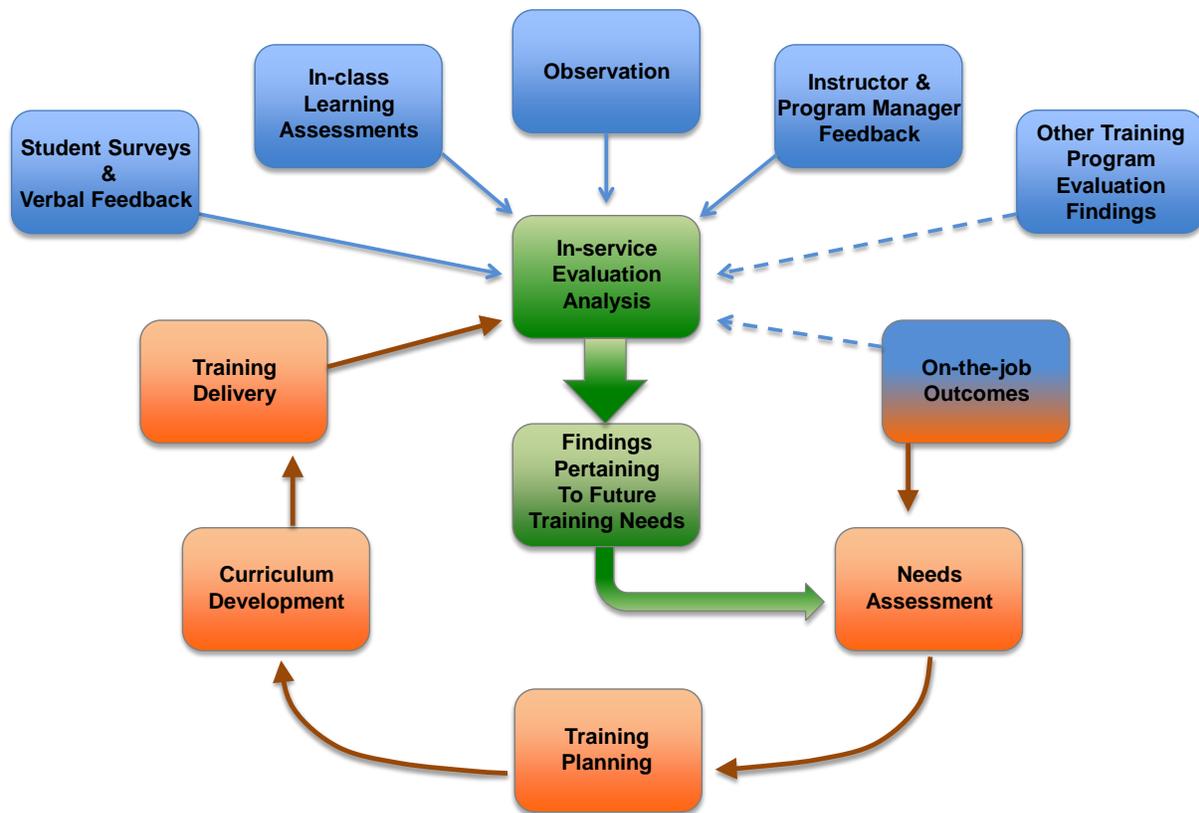


Figure 2. In-Service Training Evaluation Process

This flowchart for the In-service training evaluation process demonstrates the various sources of information that currently flow into the initial In-service evaluation analysis, which lead to findings pertaining to future training needs, the needs assessment process, training planning, curriculum development, and training delivery. Although the Training Division has always conducted training evaluation and needs assessments informally, it began formalizing these processes in 2013. Some of the goals of formalizing these systems are to:

- Increase ease and efficiency in training planning.
- Provide more comprehensive and streamlined feedback loops to training managers regarding what is working well in the training environment, as well as on the job.
- Maximize the use of training time.
- Enhance uniformity between training and organizational level expectations and goals.

#### *Report Purpose*

This report provides the survey and in-class learning assessment results for the 2018-2 In-service classes. It also incorporates many instructor observations and documents how the Portland Police Bureau assesses job outcomes pertaining to the main learning objectives. The Training Division utilizes these findings to inform the annual training needs assessment, future curriculum development, instruction, and training planning. The Training Division continues to develop its training evaluation processes and related reporting.

## Overview

Officers make critical decisions each day that can have a lasting effect on the overall community and individual citizens. This class provided officers an overview of the Decision Making Model and how to apply it to use of force decision making and reporting. The Decision Making Model provides a systematic structure to process information and thus make better and more informed decisions. This class incorporated aspects of customer service and the Bureau's mission and values. Additionally, this class explored how certain actions (or decisions) can escalate a situation and strategies for attempting to de-escalate a situation. By providing officers a structured approach to make decisions, it allows them to make better, more informed decisions that can help build trust and understanding with the people within our community.

The need for this training stemmed from DOJ, COCL, and Chief's Office recommendations and is reflected in the 2017 Needs Assessment Report.

### *Related Laws/Directives*

- 315.10 Satisfactory Performance
- 1010.00 Use of Force

### *Learning/Performance Objectives*

- Discuss the components of customer service
- Discuss the five universal truths of human interaction
- Review the fundamental concepts of tactics
- Describe general purpose of why we use the Decision Point Analysis
- Describe why the bureau values, mission statement and policies effect our decision making
- Describe the steps in the decision point analysis
- Explain what questions should be asked during the gathering information period
- Explain how to identify risks and threats
- Describe how De-escalation can play into decision making
- Explain how to apply legal standing to decision making
- Describe the importance of identifying options and contingencies
- Describe how to evaluate your action
- Identify how the decision point model applies to each step

## **In-Class Learning Assessments**

The end of the day knowledge test included six questions pertaining to this class<sup>1</sup>.

### *Results*

Overall, the students performed well on this section of the test. Four of the questions were answered correctly by at least 97 percent of those attending In-service. A greater percentage of them missed the other two questions. One of the questions more frequently missed asked “The Portland Police Bureau’s Decision Making Model revolves around three core principles that inform and guide each step in the decision making process. What are the three core principles?” The correct answer “PPB Mission Statement, Values, and Directives” was chosen by approximately 70 percent of the test takers. The majority of those that answered incorrectly responded with “Ethics, Fairness, and the sanctity of human life” (approximately 18 percent of the test takers) or “PPB Mission Statement, Accountability, and Proportionality” (approximately 8 percent of the test takers).

The other question that was more commonly missed asked “True or False? It is appropriate to use de-escalation techniques on every call.” Approximately 84 percent of the test takers answered this question correctly (false).

## **Survey Results: Student Feedback**

Ten survey items pertaining to the 2018-2 In-service De-escalation and Critical Decision Making training were included in the student feedback survey. These items focused on gaining information on the instruction, whether the training was a good use of time, whether the Critical Decision Making Model was helpful, whether the training increased their understanding of how use of force events are reviewed, how much the class enhanced their de-escalation and critical decision skills, and the level of confidence in their ability to apply de-escalation and critical decision making skills on the job.

Overall, the results for the instruction were positive. There was a high level of agreement that the trainers were organized and well prepared (38 percent strongly agree, 49 percent agree), knowledgeable in the topic (39 percent strongly agree, 51 percent agree), and the interaction between the trainer and the class was positive (28 percent strongly agree, 50 percent agree). The students had more varied responses regarding whether they felt the class was a good use of their training time. Although the majority of students indicated that they at least slightly agreed (19 percent strongly agree, 38 percent agree, 25 percent slightly agree), 17 percent disagreed slightly or more that the class was a good use of training time.

The majority of the students found the Critical Decision Making Model at least moderately helpful (33 percent above moderate, 41 percent moderate), and reported that the class had at least moderately increased their level of understanding for how use of force events are being reviewed (27 percent above moderate, 38 percent moderate).

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<sup>1</sup> A copy of this knowledge test is provided in Appendix A.

The results regarding the student confidence level for applying de-escalation skills were almost unanimously positive. The vast majority of students indicated that they were at least moderately confident in their ability to apply de-escalation skills on the job (85 percent above moderate, 13 percent moderate). The students had more varied responses regarding how much the class enhanced their de-escalation skills. Although the majority of the students reported that the class at least moderately enhanced their de-escalation skills (18 percent above moderate, 38 percent moderate), 45 percent indicated a less than moderate amount. In the open-ended survey item to gather additional comments, one student stated that the training was unnecessary as they felt officers routinely use de-escalation effectively. This is possibly one reason for the less positive skill enhancement results overall.

The results regarding the student confidence level for applying critical decision making skills were also almost unanimously positive. A vast majority of students reported that they were at least moderately confident in their ability to apply critical decision making skills on the job (89 percent above moderate, 11 percent moderate). The students had more varied responses regarding how much the class enhanced their critical decision making skills. Although most students reported that the class at least moderately enhanced their critical decision skills (21 percent above moderate, 39 percent moderate), 41 percent indicated a less than moderate enhancement of skills.

<b>De-escalation and Critical Decision Making</b>							
<b>n = 786</b>							
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Missing</b>
The trainer(s) were organized and well prepared.	5%	1%	2%	5%	49%	38%	4
The trainer(s) were knowledgeable in the topic.	4%	1%	2%	4%	51%	39%	5
Overall, the interaction between the trainer and the class was positive.	5%	2%	4%	12%	50%	28%	6
The class was a good use of my training time.	6%	5%	6%	25%	38%	19%	7

<b>De-escalation and Critical Decision Making</b>							
<b>n = 786</b>							
	<b>No, not at all</b>	<b>Yes, to a small extent</b>	<b>Yes, moderate</b>	<b>Yes, to a great extent</b>	<b>Missing</b>		
Did you find the Critical Decision Making Model helpful?	8%	15%	4%	41%	19%	14%	6
Did the class increase your understanding of how use of force events are being reviewed?	12%	19%	5%	38%	16%	11%	5

<b>De-escalation and Critical Decision Making</b>						
<b>n = 786</b>						
	<b>Very Little</b>		<b>Moderate</b>		<b>A Lot</b>	<b>Missing</b>
How much did this class enhance your de-escalation/diffusion skills?	28%	17%	38%	13%	5%	5
How much did this class enhance your critical decision skills?	25%	16%	39%	15%	6%	6

<b>De-escalation and Critical Decision Making</b>						
<b>n = 786</b>						
	<b>Not Very Confident</b>		<b>Moderate</b>		<b>Very Confident</b>	<b>Missing</b>
How confident are you in your ability to apply de-escalation/diffusion skills on the job?	1%	1%	13%	25%	60%	10
How confident are you in your ability to apply critical decision making skills on the job?	0%	1%	11%	28%	61%	8

### **Related On-the-Job Outcomes**

The application of Decision Point Analysis is reviewed during the After Action Report process. All use of force results in a Force Data Collection Report (FDCR) 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 and the application of Decision Point Analysis is incorporated into this review process. Findings pertaining to training needs for the In-service population are incorporated into the needs assessment process.

### **Summary**

The findings support this class was well conducted and received overall, and provided some increases in de-escalation and critical decision making skills. However, the results also indicate the members may already be familiar and confident in applying these skills. The findings do not indicate the need for additional training at this time. This topic area will continue to be monitored through the use of force review process for any future training needs.

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## LEGAL UPDATES

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### Overview

During the course of their business day sworn members of the Portland Police Bureau have to make decisions based on State and Federal Laws. The City Attorneys presented legal updates and answer member questions to help ensure sworn members have up to date information based on current appellate court decisions, case law, and relevant trends. The main topic areas for this session were lawsuits and claims, crowd management and control, and use of force. These topics stemmed from the 2017 needs assessment process.

#### *Related Laws/Directives*

- 220.40 Lawsuits and Claims
- 635.10 Crowd Management/Crowd Control
- 1010.00 Use of Force

#### *Resources and Materials*

- Senate Bill 493 Changes to Existing Crimes/Offenses, Assault in the Fourth Degree
- House Bill 2721 Changes to Existing Crimes/Offenses, Assault in the Third Degree
- House Bill 2987 Changes to Existing Crimes/Offenses, Giving False Information
- House Bill 3242 Criminal Procedure, Recording Interviews with Juveniles
- House Bill 2988 Domestic Violence, Increased Penalty for Harassment

#### *Learning/Performance Objectives*

- Explain Legislative changes
- Summarize Search and Seizure as it relates to warrantless searches (vehicles, closed containers, etc.)
- Summarize searches of abandoned or lost property (phones)
- Summarize Individualized Reasonable Suspicion

### In-Class Learning Assessments

#### *Clicker Questions*

During this classroom session, the instructor conducted a knowledge check pertaining to case law utilizing case studies and Qwizdom remote response equipment. The students responded to various questions utilizing the response remotes, their responses were recorded, and their results were utilized for follow-up discussion in the classroom. The results for each of the questions that were asked during the presentation are given in this section.

There were eight scenarios<sup>2</sup> described by the presenter, and for each scenario the students were asked to answer a yes or no question. For scenarios one through five, the students were asked some variation of “was the officer’s search justified or authorized by the policy?” Question six asked about legality of continuing to search after finding a gun under the search incident to arrest exception. Question seven and eight asked if the officer had reasonable suspicion in the given scenarios.

The number of responses varied for each question due to students not responding to each and every question. The largest number of responses for any question was 710 students<sup>3</sup>. For each question, the table below shows the number of people who responded and the proportion of correct responses.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Number of Responses	710	672	695	704	691	696	698	700
Proportion of Correct Responses	29%	70%	33%	71%	69%	67%	34%	50%

The most commonly missed questions were question one (71 percent of the answers were incorrect), question three (67 percent of the answers were incorrect), and question seven (66 percent of the answers were incorrect). These were the only questions where more than half of the class answered incorrectly.

#### *End of Day Directive Test*

The end of day knowledge test also included four questions pertaining to this class<sup>4</sup>.

#### *Results*

Overall, the students performed well on this class’ section of the test. Approximately 97 to 99 percent of them answered three of the questions pertaining to this class correctly. A greater percentage of them missed the remaining question (33 percent), which asked “After an incident, my actions will be judged based on:” and had four options (this was a choose all that apply question). All of the response options were correct. Most people (99 percent) correctly included “their reasonableness under the totality of the circumstances”. Approximately 77 percent included “whether their actions were statutorily legal”, 80 percent “whether the actions were within PPB policy”, and 79 percent “whether the actions were consistent with PPB training”.

<sup>2</sup> The in-class clicker questions and answers are provided in Appendix B

<sup>3</sup> The clicker results for May 29<sup>th</sup> could not be opened using the Qwizdom software. As a result, the data for that class session could not be analyzed and is not included in the results presented in this section.

<sup>4</sup> A copy of this knowledge test is provided in Appendix A.

## Survey Results: Student Feedback

Seven survey items pertaining to the 2018-2 In-service Legal Updates training were included in the student feedback survey. These items focused on gaining information on the instruction, whether the training was a good use of time, the level of challenge the training provided, and the pace of the training.

Overall, the results were very positive. There was a high level of agreement that the trainers were organized and well prepared (40 percent strongly agree, 52 percent agree), knowledgeable in the topic (48 percent strongly agree, 47 percent agree), and gave examples that were clearly to the point (39 percent strongly agree, 49 percent agree). The majority of the students also reported that the interaction between the trainer and the class was positive (38 percent strongly agree, 55 percent agree) and the class was a good use of their training time (30 percent strongly agree, 51 percent agree). The majority of the students felt that the course content was about right (82 percent) in difficulty, and that the pace of the class was just right (85 percent).

Legal Updates							
n = 786							
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Missing
The trainer(s) were organized and well prepared.	2%	0%	1%	5%	52%	40%	14
The trainer(s) were knowledgeable in the topic.	2%	0%	1%	3%	47%	48%	13
The trainer(s) gave examples that were clearly to the point.	2%	1%	2%	8%	49%	39%	14
Overall, the interaction between the trainer and the class was positive.	2%	0%	0%	5%	55%	38%	13
The class was a good use of my training time.	2%	2%	1%	15%	51%	30%	13

Legal Updates						
n = 786						
	Too Basic		About Right		Too Advanced	Missing
For myself, the course content was:	3%	6%	82%	8%	1%	12

<b>Legal Updates</b>							
<b>n = 786</b>							
	<b>Too Slow</b>		<b>Just Right</b>		<b>Too Fast</b>		<b>Missing</b>
For myself, the pace of the class was:	4%	7%	85%	3%	1%	12	

### **Related On-the-Job Outcomes**

The on-the-job application of the main laws covered during this classroom pertain to crowd control events, use of force, and searches. The Portland Police Bureau monitors the application of these laws through the following methods.

A Special Event After Action is written for every crowd control event. These are reviewed through the chain of command (Sergeant, Lieutenant, Incident Commander, and Chief's Office) as well as by the Professional Standards Division. The Professional Standards Division reviews these cases for future policy, procedure, and/or training recommendations, which are provided to the Chief's Office. Use of force occurrences during a crowd control incident are documented utilizing the same force forms and review processes as other use of force incidents. Information from both of these processes is being collected and reviewed during the needs assessment process.

All use of force results in a Force Data Collection Report (FDCR) 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.

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 findings support this class was well conducted and received overall. Many of the students struggled with some of the case study questions conducted during this classroom session. However, most

performed well on the related test questions provided at the end of the training day. The Training Division, in collaboration with the City Attorney's Office, will be sending out supplementary training materials pertaining to the case questions which were most frequently missed during this class session.

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## BLOODBORNE PATHOGENS

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### 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 recertification process 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 learning assessments were conducted for this training session.

### **Survey Results: Student Feedback**

Four survey items pertaining to the 2018-2 In-service Bloodborne Pathogens training were included in the student feedback survey. These items focused on gaining information on the instruction and whether the training was a good use of time.

Overall, the results for the instruction were very positive. There was a high level of agreement that the trainer was organized and well prepared (53 percent strongly agree, 40 percent agree), were knowledgeable in the topic (64 percent strongly agree, 32 percent agree), and the interaction between the trainer and the class was positive (52 percent strongly agree, 37 percent agree). The students had more varied responses regarding whether they felt the class was a good use of their training time (23 percent strongly agree, 34 percent agree, 27 percent slightly agree). In the open-ended survey item to

gather additional comments, one student stated that they felt the training should be presented in an e-learning format.

<b>Bloodborne Pathogens</b>							
<b>n = 786</b>							
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Missing</b>
The trainer(s) were organized and well prepared.	1%	0%	1%	4%	40%	53%	15
The trainer(s) were knowledgeable in the topic	1%	0%	0%	3%	32%	64%	14
Overall, the interaction between the trainer and the class was positive.	2%	1%	2%	6%	37%	52%	16
The class was a good use of my training time.	4%	5%	7%	27%	34%	23%	15

### **Related On-the-Job Outcomes**

Some communicable disease exposures are documented by the Bureau of Fire and Police Disability Retirement (FPDR), 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 findings support this class was well conducted and received overall. However, some of the findings still indicate that other methods of delivery may be beneficial for maximizing training time.

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## IMPLICIT BIAS

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### Overview

This class was conducted as a part of a series of equity and diversity classes which is a part of the Portland Police Bureau's Racial Equity Plan (Objective: On-going training; Action item 4.1; year 1). This training focused on defining implicit bias, recognizing personal biases, understanding the impacts of implicit biases, and identifying some strategies for reducing implicit bias.

The training included an officer facilitated segment and a community facilitated and participant segment titled "Community Talks". The purpose of community talks is to provide a time to humanize both sides. The request from community members is they would like to be a part of training 'their' officers, share their life experience and build relationships. Participating community members were asked to speak on issues such as: 1) what you would like officers to know about your community; 2) one thing your community would want officers to know; and 3) sharing stories in a way that can add to the work the officers are doing.

In addition to being a part of the Racial Equity Plan, this training topic area has been recommended by community and other external stakeholders and is reflected in the 2017 training needs assessment.

#### *Related Laws/Directives*

- 344.05 Bias-Based Policing/Racial Profiling Prohibited
- HB 2355 Relating to public safety

#### *Learning/Performance Objectives*

- Define implicit bias
- Recognize implicit bias is a human trait
- Identify personal bias
- Explain how implicit bias may impact your effectiveness
- Explain methods to counter implicit bias

#### Learning Goals:

- 1) Implicit bias is a human trait:
  - All people have it. Not just a police issue – everyone holds these.
  - It reflects our basic brain processing and can affect our decisions and behaviors in ways that we aren't aware.
- 2) Implicit bias may impact your effectiveness in the areas of:
  - Safety
  - Communication
  - Relationship Building

- Decision making
  - Organizational legitimacy
- 3) Implicit bias can be countered.

Related Research:

- *Procedural Justice Through Non-Biased Policing*. Developed by Police Officers Kasey Kirkegard and Patrick Burke of the Metropolitan Las Vegas Police. Revised in 2016.
- *Search and Seizure and Bias Free Policing*. Seattle Police. 2014.
- Dr. Kimberly Kahn, from Portland State University, assisted in the curriculum development process.

### **In-Class Learning Assessments**

#### *End of Day Directive Test*

The end of day knowledge test included five questions pertaining to this class<sup>5</sup>.

#### *Results*

The students performed very well on this class' section of the test. Approximately 90 to 100 percent of them answered all four of the questions correctly.

### **Survey Results: Student Feedback**

Eight survey items pertaining to the 2018-2 In-service Implicit Bias training were included in the student feedback survey. These items focused on gaining information on the instruction, whether the training was a good use of time, whether the community talks section provided a greater understanding of community concerns pertaining to law enforcement and bias, and how much was learned about implicit bias.

Overall, the results for the main instruction were positive. The majority of the students reported that the trainers were organized and well prepared (25 percent strongly agree, 52 percent agree), were knowledgeable in the topic (23 percent strongly agree, 52 percent agree), and the interaction between the trainer and the class was positive (22 percent strongly agree, 56 percent agree). The students had more varied responses regarding whether they felt the class was a good use of their training time. Although the majority of students indicated that they agreed slightly or above (12 percent strongly agree, 31 percent agree, 30 percent slightly agree), 28 percent disagreed slightly or more that the class was a good use of training time.

The results regarding the community talks section of the training were varied. Although over half of the students reported that the community talks section gave them at least some greater understanding of community concerns pertaining to law enforcement and bias (11 percent strongly agree, 25 percent agree, 28 percent slightly agree), 37 percent disagreed slightly or more. Comments attached to the

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<sup>5</sup> A copy of this knowledge test is provided in Appendix A.

survey indicated that students appreciated the community member’s willingness to share but felt a format which allowed for more dialogue would be beneficial. Three respondents further suggested breaking into smaller groups for discussion. While some students reported that they felt speakers were on topic and provided stories that were relevant to police work, several expressed issues with stories being inflammatory or less than helpful as they did not pertain to experiences with law enforcement officers.

The students had varied responses regarding how much they learned about certain aspects of the implicit bias training. Although the majority of students reported learning at least a moderate amount about implicit bias from the class (26 percent above moderate, 46 percent moderate), 28 percent indicated their level of learning was below moderate. Most students indicated learning at least a moderate amount about how implicit bias can affect their effectiveness at their job (28 percent above moderate, 45 percent moderate), although 27 percent reported a below moderate amount. In regard to learning about how to counter their own implicit bias, although the majority of students reported learning at least a moderate amount (21 percent above moderate, 47 percent moderate), 32 percent indicated their level of learning was below moderate.

<b>Implicit Bias</b>							
<b>n = 786</b>							
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Missing</b>
The trainer(s) were organized and well prepared.	2%	2%	6%	14%	52%	25%	13
The trainer(s) were knowledgeable in the topic	2%	2%	5%	16%	52%	23%	14
Overall, the interaction between the trainer and the class was positive.	2%	2%	3%	14%	56%	22%	16
The class was a good use of my training time.	8%	10%	10%	30%	31%	12%	15

<b>Implicit Bias</b>							
<b>n = 786</b>							
	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Missing</b>
The community talks section gave me a greater understanding of community concerns pertaining to law enforcement and bias.	12%	14%	11%	28%	25%	11%	22

<b>Implicit Bias</b>						
<b>n = 786</b>						
	<b>Learned Very Little</b>		<b>Moderate</b>		<b>Learned A Lot</b>	<b>Missing</b>
From this class, how much did you learn about implicit bias?	15%	13%	46%	16%	10%	17
How much did you learn about how implicit bias can affect your effectiveness at your job?	14%	13%	45%	18%	10%	17
How much did you learn about how to counter your own implicit bias?	17%	15%	47%	15%	6%	21

### **Related On-the-Job Outcomes**

Implicit bias is difficult to measure directly, particularly in on-the-job applications. However, the Bureau is working on forming evaluation measures for the Equity Initiative. Future related reports will be reviewed as a part of the needs assessment process.

### **Summary**

The main classroom portion of the training was well received overall, particularly portions delivered by the internal instructors. The findings suggest that people did experience some gains in learning in regards to implicit bias. The findings also indicate areas where the training could be strengthened, particularly in areas related to the panel design and external instruction. It was also noted that having a debrief included in the training, separate from the panel discussion may be helpful. Future related curriculum development and training planning may be able to utilize the findings from this training to increase the effectiveness of the training materials and delivery design.

## APPENDIX A: END OF DAY KNOWLEDGE CHECK QUESTIONS

### End of Day Knowledge Check 2018-2 In-Service

The Portland Police Bureau's 2018-2 In-service attendees took an online test covering portions of the main classes conducted during the training day. The test was developed by lead instructors and the Curriculum Development Unit of the Training Division. The test consisted of 15 multiple choice or true/false questions. The number of questions pertaining to specific class sessions was: six question to the De-escalation/Diffusion and Critical Decision Making class, four to Legal Updates, and five to Implicit Bias.

In order to pass students needed to earn a minimum score of 80 percent. A total of 823 individuals took the test and 806 of them passed on the initial attempt. Those that did not pass the initial test had to pass a similar retake test.

The following are the test questions and response options, with the correct answer in red.

1. What are the values of the Portland Police Bureau?
  - a. Integrity, Respect, Accountability, Compassion, Empathy, Service
  - b. Integrity, Respect, Accountability, Compassion, Excellence, Service**
  - c. Integrity, Reliability, Accountability, Compassion, Excellence, Service
  - d. Integrity, Reliability, Accountability, Cooperation, Empathy, Sympathy
2. The Portland Police Bureau's Decision Making Model revolves around three core principles that inform and guide each step in the decision making process. What are the three core principles?
  - a. Ethics, Fairness, and the sanctity of human life.
  - b. PPB Mission Statement, Values, and Directives.**
  - c. Values, Directives, and Proportionality.
  - d. PPB Mission Statement, Accountability, and Proportionality.
3. The Portland Police Bureau values the sanctity of human life. To whom is this value referring to?
  - a. Citizen lives
  - b. Suspect lives
  - c. Officer lives
  - d. All of the above**
4. True or False? In regards to risk, only physical risk should be considered.
  - a. True
  - b. False**
5. True or False? It is appropriate to use de-escalation techniques on every call.
  - a. True
  - b. False**

6. In which situation can you use the decision model?
  - a. Person in crisis call
  - b. SERT activation
  - c. Homeless camp clean up
  - d. Hot call
  - e. Planning for a Protest
  - f. Everyday decisions
  - g. All of the above
7. After an incident, my actions will be judged based on: (Choose all that apply.)
  - a. Their reasonableness under the totality of the circumstances
  - b. Whether the actions were statutorily legal
  - c. Whether the actions were within PPB policy
  - d. Whether the actions were consistent with PPB training
8. A police officer has authority to stop and question a person if:
  - a. The officer has a hunch that a crime has been or is about to be committed based on their intuition.
  - b. The officer reasonably suspects that a crime has been or is about to be committed based on their intuition.
  - c. The officer reasonably suspects that a crime has been or is about to be committed and that belief is objectively reasonable under the totality of the circumstances existing at the time of the stop.
  - d. All of the above
9. True or False? If you are individually named in a lawsuit you need to submit an individual request to Risk Management for defense and indemnification.
  - a. True
  - b. False
10. The purpose of report writing is:
  - a. The accurate documentation of events
  - b. To refresh the officers memory of events during testimony
  - c. To aid the District Attorney in making the decision whether to charge an individual and what crime to charge
  - d. All of the above
11. True or False? Everyone, regardless of age, race, or gender, can have implicit bias.
  - a. True
  - b. False
12. True or False? Implicit bias is the same as traditional forms of racism and prejudice.
  - a. True
  - b. False
13. Which of the following are ways that you can counter implicit bias? (Select two)
  - a. Expose yourself to new experiences
  - b. Identify your potential biases
  - c. Maintain your same routine
  - d. Implicit bias can't be countered

14. Which tactic can you take to reduce the impact of implicit bias? (Select the best answer)
- a. Call for backup
  - b. Be loud
  - c. Increase time when possible
  - d. Proper lighting
15. Which of the following factors make it more likely that you will rely on your implicit biases? (select all that apply)
- a. Distracted
  - b. Stressed
  - c. Tired
  - d. A lot of stimuli

## APPENDIX B: LEGAL UPDATES CLASS KNOWLEDGE CHECK QUESTIONS

### Legal Updates - Clicker Questions 2018-2 In-Service

The Portland Police Bureau's 2018-2 In-service attendees took case law quiz questions utilizing a Qwizdom remote response equipment during the Legal Updates class. The questions were developed by the City Attorney's Office. There were a total of eight questions. The following are the questions, related scenarios, and the correct answers.

#### **Question 1: Was the officer's search of the phone justified under the lost property exception?**

**Answer: No**

- Woman turned in cell phone to police station
- Said it belonged to a man she kicked out of her home and she didn't want him coming back for it
- Did not provide any information
- Officer scrolled through phone to determine ownership
- Found lewd photo of minor
- While closing out, saw text that identified the owner (Defendant)
- Went to Defendant's house
- Woman gave officer a folder and said it contained child pornography
- Warrant for phone and folder

#### **Question 2: Was the officer's search of the phone justified under the lost property exception?**

**Answer: Yes**

- Starbucks employee found an AC adapter in the bathroom
- Thought it was a camera and turned it in to police
- Unrelated officer found report interesting so he searched the device
- Found SD card inside device
- SD card revealed images of customers using the restroom
- Defendant returned to Starbucks to retrieve device; notified it was given to police
- Defendant left without providing information and did not contact police about property
- Defendant identified from surveillance footage

**Question 3: Was the officer's search of the trunk justified under the automobile exception even though the car was not mobile when PC developed for drug crimes?**

**Answer: Yes**

- Defendant was stopped while driving and arrested on a felony arrest warrant
- Officers learned that Defendant was driving with a suspended license and decided to impound the car
- During an inventory search, officer found a cigarette case with heroin and scales & dryer sheets stuffed behind the air vents
- Officer developed PC he would find additional drug crime evidence in the car
- Searched the trunk
- In the trunk were two backpacks and a duffel bag
- In one of the bags was Defendant's wallet and a box with his name on it
- In the box was meth, heroin, pills and \$2000 in cash

**Question 4: Was the officer's search of the car justified by the automobile exception even though the car was not moving when the officer first observed it?**

**Answer: Yes**

- Officer saw Defendant standing outside of her car at a truck stop
- As he watched her, she got in her car and drove to the fuel island and then back into the lot
- Officer developed PC that she was involved in drug activity
- Officer approached her and obtained consent to search her purse – nothing notable found
- Defendant refused to allow the officer to search her car
- Officer was a K-9 officer and deployed his dog
- Dog hit on the car twice
- Search of the car revealed large amounts of illegal drugs, cash, and weapons

**Question 5: Was the officer's search of the case authorized by the policy?**

**Answer: Yes**

- Policy states: An inventory of personal property shall include the opening of any closed containers under the following circumstances: The closed container is designed for money, valuables, including but not limited to, purses, coin purses, wallets, fanny packs, backpacks, brief cases, jewelry pouches
- Defendant was arrested for menacing and the officer applied the inventory policy and opened a hard, nylon case that was located inside defendant's backpack.
- The case looked like a container for holding a small video game console or small external computer hard drive.
- Inside that case was methamphetamine.

**Question 6: Was it permissible for the Trooper to keep searching the car after the first gun was found under the search incident to arrest exception?**

**Answer: Yes**

- Trooper initiated a traffic stop for speeding.
- Defendant was reaching onto passenger seat and exited the car when he pulled over.
- Machete on the front passenger seat and a holster and pistol magazines on defendant's belt.
- Trooper put Defendant's hands behind his back and asked where the gun was. Defendant initially said "nowhere" but then said the gun was in the car.
- Trooper opened the passenger door and retrieved a handgun from the front seat
- Two more guns were then found in a gun case on the passenger floorboard.
- Defendant was charged with and convicted of 3 counts of Unlawful Possession of Firearm.

**Question 7: Did the officer have reasonable suspicion to believe that the group was involved in criminal activity at the time of the stop?**

**Answer: No**

- Officer arrived at park and observed cars and people milling about the parking lot with beer cans strewn 10 feet away. Officer believed the beer cans belonged to the group. Additional cars responded with lights on and the officer had the the entire group sit on the ground.
- Officer asked if they had weapons on them. Defendant allowed officer to search and brass knuckles were found in his pocket.

**Question 8: Was there reasonable suspicion to detain all occupants in the car?**

**Answer: No**

- Troopers observed two cars pull into a remote dead-end area and believed an exchange occurred between the occupants.
- Cars leave and the troopers follow
- One car committed traffic infractions and is stopped
- Driver is extremely nervous, car has faint odor of marijuana, driver has pending DCS MJ case, sores on his face consistent with meth use, and a laser detector
- Front passenger also appears nervous and kept putting her foot on and off a metal case at her feet
- Defendant is the backseat passenger
- Trooper developed RS that the driver and front seat passenger were involved in drug activity
- Refused consent
- K-9 called to the scene
- All occupants instructed to exit the car during dog sniff
- Dog alerted
- Defendant's purse taken from inside the car and searched
- Meth and meth pipe found in a closed container in Defendant's purse
- Two more pipes found on her person.

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