

## Field Training Officer Program Objectives

<u>Topic</u>	<u>Objectives</u>
<b>Overview of the Field Training Officer Program</b>	<ol style="list-style-type: none"> <li>1. Discuss the Field Training Officer Program goals. (C-2)</li> <li>2. Outline the objectives of the Field Training Officer Program. (C-4)</li> </ol>
<b>COMAR Requirements</b>	<ol style="list-style-type: none"> <li>1. Describe the field training requirements for police officers. (C-2)</li> <li>2. Describe the field training requirements for correction officers. (C-2)</li> </ol>
<b>Training Liability Issues</b>	<ol style="list-style-type: none"> <li>1. List two reasons why law enforcement and corrections train their personnel. C-1</li> <li>2. Discuss the legal standard for training claims where you and your agency may be held liable. C-2</li> <li>3. Differentiate the relationship between agency policy, training, supervision, and accountability in the development of training programs. C-4</li> <li>4. Explain the steps in the training documentation process. C-5</li> </ol>
<b>Roles of the Field Training Officer</b>	<ol style="list-style-type: none"> <li>1. Define the roles of a Field Training Officer. (C-1)</li> <li>2. Define the Field Training Officer's role as a trainer. (C-1)</li> <li>3. Define the Field Training Officer's role as an evaluator. (C-1)</li> <li>4. Define the Field Training Officer's role as a supervisor. (C-1)</li> <li>5. Explain the responsibilities of a Field Training Officer. (C-4)</li> </ol>
<b>Challenges for the Field Training Officer</b>	<ol style="list-style-type: none"> <li>1. Identify the challenges a Field Training Officer might face. (C-1)</li> <li>2. Examine possible solutions to meet the challenges the Field Training Officer might face. (C-3)</li> </ol>

<p><b>Core Competencies of a Field Training Officer</b></p>	<ol style="list-style-type: none"> <li>1. Define what core competencies are. (C-1)</li> <li>2. Identify the core competencies Field Training Officers need to have. (C-1)</li> <li>3. Explain the importance of the core competencies the Field Training Officers need to have. (C-5)</li> </ol>
<p><b>The Field Training Officer's Role as a Supervisor</b></p>	<ol style="list-style-type: none"> <li>1. Define the Field Training Officer's role as a supervisor. (C-1)</li> <li>2. Define delegation. (C-1)</li> <li>3. Identify the five steps process of delegation. (C-1)</li> <li>4. List the core competencies needed as a supervisor. (C-1)</li> <li>5. Discuss the three leadership styles. (C-2)</li> <li>6. Explain importance of the core competencies needed as a supervisor. (C-4)</li> </ol>
<p><b>Trainee Counseling</b></p>	<ol style="list-style-type: none"> <li>1. Define counseling. (C-1)</li> <li>2. Compare informal counseling to formal counseling. (C-2)</li> <li>3. Demonstrate a counseling session. (C-3)</li> <li>4. Outline the indicators that a counseling session may be needed. (C-4)</li> </ol>
<p><b>Ethics and Integrity</b></p>	<ol style="list-style-type: none"> <li>1. Define Ethics. (C-1)</li> <li>2. Define Integrity. (C-1)</li> <li>3. Examine the three ethical checks. (C-3)</li> <li>4. Explain the importance of ethical behavior as an FTO. (C-4)</li> </ol>
<p><b>Emotional Intelligence</b></p>	<ol style="list-style-type: none"> <li>1. Define emotional intelligence. (C-1)</li> <li>2. Discuss the four attributes of emotional intelligence. (C-2)</li> <li>3. Explain the importance of emotional intelligence. (C-4)</li> <li>4. Explain the five key skills to improve emotional intelligence. (C-5)</li> </ol>

<b>Fundamentals of Effective Communication</b>	<ol style="list-style-type: none"> <li>1. Define the term communication. (C-1)</li> <li>2. Discuss the barriers to effective communication. (C-2)</li> <li>3. Explain the skills to effective communication. (C-4)</li> </ol>
<b>Trainee Orientation</b>	<ol style="list-style-type: none"> <li>1. Discuss the role of the Field Training Officer in the trainee orientation process. (C-2)</li> <li>2. Discuss the integration process of the trainee into the Field Training Program. (C-2)</li> <li>3. Explain developing rapport between the trainee and the Field Training Officer. (C-4)</li> <li>4. Develop a list of expectations of the Field Training Officer. (C-5)</li> <li>5. Develop a list of expectations of the trainee. (C-5)</li> </ol>
<b>Adult Learning Principles and Styles</b>	<ol style="list-style-type: none"> <li>1. Discuss the role of the Field Training Officer as a trainer. (C-2)</li> <li>2. Discuss the principles of adult learning. (C-2)</li> <li>3. Examine the different learner styles. (C-3)</li> <li>4. Explain the obstacles to the learning process. (C-4)</li> </ol>
<b>Field Training Officer as a Coach</b>	<ol style="list-style-type: none"> <li>1. Explain the impact of coaching on learning. (C-2)</li> <li>2. Identify skills Field Training Officers must have to be effective coaches. (C-1)</li> <li>3. Prepare and present a one-to-five minute skill demonstration. (C-5)</li> </ol>
<b>Evaluating the Trainee</b>	<ol style="list-style-type: none"> <li>1. Define evaluation. (C-1)</li> <li>2. Discuss the importance of an evaluation. (C-2)</li> <li>3. Examine ways to deal with the unresponsive trainee. (C-3)</li> </ol>
<b>Diversity and Generational Differences in the Field Training Program</b>	<ol style="list-style-type: none"> <li>1. Discuss the impact of diversity on the Field Training Program. (C-2)</li> <li>2. Discuss the differences between the various generations. (C-2)</li> <li>3. Discuss the impact of the different generations on the Field Training Program. (C-2)</li> <li>4. Examine ways to respond to the generational differences in the Field Training Program. (C-3)</li> </ol>