The latest version is PTO V2.0 available on www.pspbl.org

A PROBLEM-BASED LEARNING MANUAL
FOR TRAINING AND EVALUATING POLICE TRAINEES

2013-2018

PTO VERSION 2.0
Gerard Cleveland and Gregory Saville
How is PTO V2.0 (2013) different from traditional FTO (1971)?

- No DORs (do not prove legality/hamper creativity)
- Learn-by-doing
How is PTO V2.0 (2013) different from traditional FTO (1971)?

- Use real-life problems
- CLGs - Community Learning Groups
- EQ - Emotional Intelligence
There are many legal ways to solve this problem

\[
\begin{align*}
748 + 122 &= 870 \\
700 + 100 &= 800 \\
48 + 22 &= 70 \\
800 + 70 &= 870 \\
748 + 100 &= 848 \\
848 + 22 &= 870 \\
\end{align*}
\]
You are on patrol with a recruit and receive a radio call regarding a theft from a car in a parking lot. You know there are ongoing theft issues in that parking lot, but you are not sure what day, what time, the M.O., or who might be involved. Your recruit treats this as a single incident, and ignores the wider problem. The recruit fills out a report, looks for evidence, and writes a report. You realize the recruit is uninterested in tackling the on-going problems to prevent other thefts and having to return in a few days to take yet another report. Your recruit is an excellent incident responder, but shows no interest in becoming a problem solver. Even though you know it is possible to find some time over the next few weeks to do more, your recruit does not think anything else needs to occur.

There are many legal ways to solve this problem.

**WHAT WOULD YOU DO AS A TRAINING OFFICER?**
The PTO recruit is evaluated based on competencies

## The Learning Matrix

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>1 Non-Emerg.</th>
<th>2 Emerg.</th>
<th>3 Patrol</th>
<th>4 Criminal Investig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vehicle Operations</td>
<td>A1</td>
<td>B1</td>
<td>C1</td>
<td>D1</td>
</tr>
<tr>
<td>2. Conflict Resolution</td>
<td>A2</td>
<td>B2</td>
<td>C2</td>
<td>D2</td>
</tr>
<tr>
<td>3. Use of Force</td>
<td>A3</td>
<td></td>
<td>C3</td>
<td>D3</td>
</tr>
<tr>
<td>4. Local Procedures</td>
<td>A4</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Report Writing</td>
<td>A5</td>
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<tr>
<td>6. Leadership</td>
<td>A6</td>
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<tr>
<td>7. Problem Solving Skills</td>
<td>A7</td>
<td></td>
<td></td>
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<tr>
<td>8. Community Specific Problems</td>
<td>A8</td>
<td></td>
<td></td>
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<tr>
<td>9. Cultural Diversity</td>
<td>A9</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10. Legal Authority</td>
<td>A10</td>
<td>B10</td>
<td></td>
<td></td>
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<tr>
<td>11. Civil Rights</td>
<td>A11</td>
<td>B11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Officer Safety</td>
<td>A12</td>
<td>B12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Communication Skills</td>
<td>A13</td>
<td>B13</td>
<td></td>
<td></td>
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<tr>
<td>14. Ethics</td>
<td>A14</td>
<td>B14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Self Awareness/Lifestyle Stress</td>
<td>A15</td>
<td>B15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cell 1B: Vehicle Operations

**Emergency Response**
- High speed/skid control
- Defensive driving
- Vehicle stop procedure
- Patrol car positioning
- Awareness of surroundings and conditions
How do recruits learn? What kind of training supports adult learning?

Bloom’s Taxonomy - *How do we learn?*

**complex work envts**

**simple work envts**

- Remembering
- Interpreting
- Applying
- Analyzing
- Evaluating
- Creating
PTO supports creating thinking and collaborative problem-solving.
WHAT IS PBL?

Hint: It’s like SARA except focused on learning
PTO Program 2.0

1. Non-Emergency Incident Response
2. Emergency Incident Response
3. Patrol Activities
4. Criminal Investigation

Week 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Integration

Core Competency Logbook

Neighborhood Portfolio Exercise

Activity Report Activity Report Activity Report Activity Report

Mid Term Evaluation

Shadow Final Evaluation
Activity Reports

Trainee

DOCUMENTATION
The Police Society for Problem Based Learning is a national and professional non-profit – join and learn how to deliver PTO

WHAT IS PTO?

The Police Training Officer (PTO) is an improvement to the community-based Problem Based Learning (PBL) model of the traditional Field Training Officer (FTO) Model. A committee comprised of police researchers, including PSPBL Co-Chairs Gregory Saville and Gerard Fitzpatrick, developed the PTO model to better meet the complex challenges the law enforcement agencies are facing with the times.

A nationwide survey of police agencies helped determine key areas (competencies) required in a contemporary training program. Six members of the committee presented a summary of the research to the board of the police training. The research was instrumental in shaping the content of the new model. Numerous police agencies throughout the United States and Canada have since implemented the model in their agencies with great results.