

SECTION **6**

## Community Relations/Professional Demeanor

### 6.1 – 6.6 COMPETENCY REQUIREMENTS

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	Instructions to Administrators
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#### **Note to Administrators**

In order for POST to review and approve your agency's *Field Training Guide*, you MUST submit the following electronic files:

- 1) The POST FTP Approval Checklist ([Form 2-230](#))
- 2) Your department's *Policy & Procedure Manual*
- 3) Your completed Guide (Volumes 1 & 2), including ALL competency requirements covered in Part 5, Sections 1–18.

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**SECTION 6 COMMUNITY RELATIONS/PROFESSIONAL Demeanor**

CHECK ONE ONLY:  PHASE 1  PHASE 2  PHASE 3  PHASE 4  PHASE 5

Trainee

FTO

**6.1 COMMUNITY RELATIONS AND SERVICE**

**6.1.01 Agency Responsibilities**  
The trainee shall explain the agency’s responsibilities to community service.

<i>Reference(s):</i>						<i>Case # (If applicable)</i>	<i>Incident #</i>	
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								

Comments *(field will expand automatically)*

**Additional Information:**

**6.1.01 Part A - Reference Agency Policies/Procedures, if applicable** *(600 characters maximum)*  N/A

Reference the following Antioch Police Policy(ies):

1001 (Standards of Conduct), 400 (Patrol function).

**6.1.01 Part B - Agency Training Details** *(field will expand automatically)*

The trainee will be instructed by a Field Training Officer (FTO) on the following:

> Peace officers are expected to be leaders in the community and to identify neighborhood problems. The success of problem-solving partnerships depends upon the leadership of officers.

> The FTO will discuss different types of leadership such as tactical leadership, strategic leadership and by demonstration of leadership in setting a good example.

> That peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work in Antioch.

> Peace officers not only address the causes of crime, but also the fear or perception of crime, which may improve the overall quality of life in the community.

> The trainee shall be instructed on the essential components of Community Oriented Policing to include problem solving, addressing quality of life issues, partnerships with the community, partnerships with other agencies and internal and external resources.

> The trainee should understand the goals of Community Oriented Policing include reducing/preventing crime, reducing the fear of crime and improving quality of life, increasing community awareness, involvement, and responsibility.

> The trainee should understand that peace officer responsibilities in the community, include maintaining order, enforcing the law, preventing crime, delivering service to the community, as well as educating and learning from the community while working with the community to solve problems.

> The trainee should understand that problem solving is an effective policing strategy to engage the community in. Following a structured process will help officers become skilled in their problem solving efforts. The following are two examples:

- Scanning, Analysis, Response, Assessment (S.A.R.A.)
- Partnerships, Prevention, Prediction, Pursuit (The Four P's).

> The trainee should understand that people react to evidence that the authorities with whom they are dealing are neutral. People are sensitive to whether they are treated with dignity and politeness, and to whether their rights are respected. People focus on cues that communicate information about the intentions and character of the legal authorities with whom they are dealing.

> The trainee should understand that peace officers ought to be allowed to exercise their authority to maintain social order, manage conflicts and solve problems in their communities. Legitimacy in a peace officer's authority is reflected in public trust and confidence in the police, a willingness of residents to defer to the law and to police authority, and the belief that police actions are morally justified and appropriate to the circumstances.

**6.1.02 Community Service**  
 The trainee shall identify the agency’s roles and responsibilities in providing community service. Those roles may include:

A. To protect life and property	G. Community partnerships, such as:
B. To maintain order	H. Community Oriented Policing Services (COPS)
C. Crime prevention	I. Police Athletic League/Police Activities League (PAL)
D. Public education	J. Drug Abuse Resistance Education (DARE)
E. Delivery of service	K. Any other agency-approved programs
F. Enforcement of laws	

<i>Reference(s):</i>							<b>Case # (If applicable)</b>	<b>Incident #</b>
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<i>Comments (field will expand automatically)</i>								

**Additional Information:**

**6.1.02 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)**  N/A

Reference the following Antioch Police Policy(ies):

1001 (Standards of Conduct), 400 (Patrol function)

**6.1.02 Part B - Agency Training Details (field will expand automatically)**

Refer to 6.1.01 (Part B) for further details.

<b>6.2 PROFESSIONAL DEMEANOR AND COMMUNICATIONS</b>								
<b>6.2.01 Professional Principles</b> The trainee shall identify the basic principles that generally apply to professions, and discuss how those principles relate to the profession of law enforcement.								
<i>Reference(s):</i>						<i>Case # (If applicable)</i>	<i>Incident #</i>	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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<b>Trainee:</b>								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.2.01</b>	<b>Part A - Reference Agency Policies/Procedures, if applicable</b> <i>(600 characters maximum)</i> Reference the following Antioch Police Policy(ies):  1001 (Standards of Conduct), 400 (Patrol function)	<input type="checkbox"/> N/A
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<b>6.2.01</b>	<b>Part B - Agency Training Details</b> <i>(field will expand automatically)</i> Refer to 6.1.01 (Part B) for further details.
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**6.2.02 Citizen Evaluations**  
 The trainee shall explain the various methods by which citizens evaluate law enforcement agencies and their officers.

<i>Reference(s):</i>						<b>Case # (If applicable)</b>	<b>Incident #</b>	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Comments:								
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Trainee:								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.2.02</b>	<b>Part A - Reference Agency Policies/Procedures, if applicable</b> <i>(600 characters maximum)</i>	<input checked="" type="checkbox"/> N/A
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<b>6.2.02</b>	<b>Part B - Agency Training Details</b> <i>(field will expand automatically)</i>
Refer to 6.1.01 (Part B) for further details.	

<b>6.2.03 Inappropriate Verbal Language/Communication</b> The trainee shall identify verbal factors which could contribute to a negative response from the public, including:								
A. Profanity		C. Offensive terms regarding gender, race, ethnicity, sexual orientation, nationality, religion, and/or socioeconomic status						
B. Derogatory remarks								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.2.03</b>	<b>Part A - Reference Agency Policies/Procedures, if applicable</b> <i>(600 characters maximum)</i> Reference the following Antioch Police Policy(ies):  1001 (Standards of Conduct)	<input type="checkbox"/> N/A
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<b>6.2.03</b>	<b>Part B - Agency Training Details</b> <i>(field will expand automatically)</i> Refer to 6.1.01 (Part B) for further details.
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<b>6.2.04 Inappropriate Nonverbal Language/Communication</b> The trainee shall identify nonverbal factors which could contribute to a negative response from the public, including: A. Officious and disrespectful attitude B. Improper use of body language C. Improper cultural response								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

**6.2.04 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)**  N/A

Reference the following Antioch Police Policy(ies):

1001 (Standards of Conduct)

**6.2.04 Part B - Agency Training Details (field will expand automatically)**

Refer to 6.1.01 (Part B) for further details.

<b>6.2.05 Explaining Actions to Citizens</b>								
The trainee shall discuss why it may be beneficial to explain the reasons for his/her actions to inquiring citizens.								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.2.05</b>	<b>Part A - Reference Agency Policies/Procedures, if applicable</b> <i>(600 characters maximum)</i>	<input checked="" type="checkbox"/> N/A
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<b>6.2.05</b>	<b>Part B - Agency Training Details</b> <i>(field will expand automatically)</i> Refer to 6.1.01 (Part B) for further details.
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<b>6.2.06 Phone Communication</b>								
The trainee shall conduct phone conversations in a professional manner.								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.2.06</b>	<b>Part A - Reference Agency Policies/Procedures, if applicable</b> <i>(600 characters maximum)</i> Reference the following Antioch Police Policy(ies):  802 (Telephone Procedures), 1001 (Standards of Conduct)	<input type="checkbox"/> N/A
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<b>6.2.06</b>	<b>Part B - Agency Training Details</b> <i>(field will expand automatically)</i> Refer to 6.1.01 (Part B) for further details.
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**6.2.07 Other Forms of Communication**  
 The trainee shall demonstrate the ability to communicate with any segment of the public in such a way as to enhance police service and community attitudes toward the police. This may be demonstrated through:

A. Community contacts  
 B. Business contacts  
 C. Community involvement  
 D. Positive role modeling  
 E. Mentoring

<i>Reference(s):</i>						<b>Case # (If applicable)</b>	<b>Incident #</b>	
	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

**6.2.07 Part A - Reference Agency Policies/Procedures, if applicable** *(600 characters maximum)*  N/A

Reference the following Antioch Police Policy(ies):

1001 (Standards of Conduct)

**6.2.07 Part B - Agency Training Details** *(field will expand automatically)*

Refer to 6.1.01 (Part B) for further details.

<b>6.3 CULTURAL DIVERSITY</b>								
<b>6.3.01 Community Cultures</b> The trainee shall explain how the culture of the community can have an affect on the community’s relationship with his/her agency.								
<i>Reference(s):</i>						<b>Case # (If applicable)</b>	<b>Incident #</b>	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.3.01</b>	<b>Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)</b>	<input checked="" type="checkbox"/> N/A
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<b>6.3.01</b>	<b>Part B - Agency Training Details (field will expand automatically)</b> Refer to 6.1.01 (Part B) for further details.
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<b>6.3.02 Cultural Motivations and Biases</b>								
The trainee shall identify cultural motivations and biases that may affect professional ethics.								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

6.3.02	<b>Part A - Reference Agency Policies/Procedures, if applicable</b> <i>(600 characters maximum)</i> Reference the following Antioch Police Policy(ies):  401 (Racial or Biased-Based Profiling)	<input type="checkbox"/> N/A
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6.3.02	<b>Part B - Agency Training Details</b> <i>(field will expand automatically)</i> Refer to 6.1.01 (Part B) for further details.
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<b>6.3.03 Increasing Trust within Communities</b>								
The trainee shall assess and explain ways in which he/she can increase the trust of the community he/she serves.								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
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Trainee:								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.3.03</b>	Part A - Reference Agency Policies/Procedures, if applicable <i>(600 characters maximum)</i>	<input checked="" type="checkbox"/> N/A
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<b>6.3.03</b>	Part B - Agency Training Details <i>(field will expand automatically)</i>
	Refer to 6.1.01 (Part B) for further details.

<b>6.4 RACIAL PROFILING</b>								
<b>6.4.01 Racial Profiling Prohibited and Damaging</b>								
The trainee will review and discuss Penal Code 13519.4, which states in part, “Racial profiling... is the practice of detaining a suspect based on a broad set of criteria which casts suspicion on an entire class of people without any individualized suspicion of the particular person being stopped.” The trainee shall recognize that racial profiling:								
A. Is prohibited by law		B. “Presents a great danger to the fundamental principles of a democratic society”		C. “Is abhorrent and cannot be tolerated”		D. Causes community distrust and harms police relations with the community		
						E. May have legal consequences		
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.4.01</b>	<b>Part A - Reference Agency Policies/Procedures, if applicable</b> <i>(600 characters maximum)</i>  Reference the following Antioch Police Policy(ies):  401 (Racial or Biased-Based Profiling)	<input type="checkbox"/> N/A
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**6.4.01 Part B - Agency Training Details** *(field will expand automatically)*

Refer to 6.1.01 (Part B) for further details.

PC 13519.4(e): “Racial profiling,” for purposes of this section, is the practice of detaining a suspect based on a broad set of criteria which casts suspicion on an entire class of people without any individualized suspicion of the particular person being stopped.

PC 13519 (d)(1): Racial profiling is a practice that presents a great danger to the fundamental principles of a democratic society. It is abhorrent and cannot be tolerated.

**6.4.02 Profiling Behavior**  
 The trainee shall explain why effective police work profiles a person’s behavior and not a person’s race.

Reference(s):						Case # (If applicable)	Incident #	
FTO:	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date	Signature	Date		Signature	Date	
Trainee:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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FTO:	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
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Comments <i>(field will expand automatically)</i>								

**Additional Information:****6.4.02 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)** N/A

Reference the following Antioch Police Policy(ies):

401 (Racial or Biased-Based Profiling)

**6.4.02 Part B - Agency Training Details (field will expand automatically)**

Criminal profiling, or behavior profiling, is a legitimate practice based on articulable behaviors or characteristics that can be analyzed and evaluated. Officers must have individualized suspicion based on articulable behavior or characteristics to detain anyone. Racial profiling occurs when race alone is used to predict criminality. There are no race-specific crimes, as members of all cultures commit crimes; therefore, the actions of some should not influence how we view members of a given culture. The majority of people are law abiding, regardless of background. Officers can take race into consideration if it is part of a description of an individual involved in a crime.

The trainee shall demonstrate, through the course of the evaluation period, the ability to perform effective law enforcement work focusing on behavior, rather than race.

The trainee shall be able to summarize *Terry v. Ohio*, 392 U.S. 1 (1968). This was a decision by the United States Supreme Court which held that the Fourth Amendment prohibition on unreasonable searches and seizures is not violated when a police officer stops a suspect on the street and frisks him or her without probable cause to arrest, if the police officer has a reasonable suspicion that the person has committed, is committing, or is about to commit a crime and has a reasonable belief that the person "may be armed and presently dangerous."

<b>6.4.03 Constitutional Amendments</b>								
The trainee shall explain the 4th Amendment and 14th Amendment of the U.S. Constitution and how they define law enforcement activities that pertain to racial profiling.								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
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Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.4.03</b>	<b>Part A - Reference Agency Policies/Procedures, if applicable</b> <i>(600 characters maximum)</i> Reference the following Antioch Police Policy(ies):  401 (Racial or Biased-Based Profiling)	<input type="checkbox"/> N/A
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<b>6.4.03</b>	<b>Part B - Agency Training Details</b> <i>(field will expand automatically)</i>  The Fourth Amendment of the United States Constitution protects the peoples’ right to be free from unreasonable detentions or searches and seizures, and requires probable cause for warrants to be issued. The reasonable suspicion or probable cause for detentions or searches and seizures must be individualized to a particular person, focused on the person to be stopped or detained, and based on the individual being suspected of engaging in unlawful activity.  The Fourteenth Amendment of the United States Constitution or the Equal Protection Clause, prohibits states from denying any person within its territory the equal protection of the laws. This means that a state must treat an individual in the same manner as others in similar conditions and circumstances. The point of the equal protection clause is to force a state to govern impartially—not draw distinctions between individuals solely on differences that are irrelevant to a legitimate governmental objective. Thus, the equal protection clause is crucial to the protection of civil rights.
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<b>6.4.04 Community History</b>								
The trainee shall discuss how the history of the community can have an affect on the community’s relationship with his/her agency.								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.4.04</b>	Part A - Reference Agency Policies/Procedures, if applicable <i>(600 characters maximum)</i>	<input checked="" type="checkbox"/> N/A
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<b>6.4.04</b>	Part B - Agency Training Details <i>(field will expand automatically)</i>
	Refer to 6.1.01 (Part B) for further details.

<b>6.4.05 Agency Policy</b> The trainee shall review and be able to summarize the agency’s policy regarding racial profiling.								
<i>Reference(s):</i>						<b>Case # (If applicable)</b>	<b>Incident #</b>	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.4.05</b>	<b>Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)</b> Reference the following Antioch Police Policy(ies):  401 (Racial or Biased-Based Profiling)	<input type="checkbox"/> N/A
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<b>6.4.05</b>	<b>Part B - Agency Training Details (field will expand automatically)</b> The trainee shall be able to summarize the Antioch Police Department's policy regarding descrimination based on race.
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<b>6.4.06 Focusing on Behavior</b>								
The trainee shall demonstrate the ability to perform effective police work focusing on behavior rather than race.								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

6.4.06	<b>Part A - Reference Agency Policies/Procedures, if applicable</b> <i>(600 characters maximum)</i> Reference the following Antioch Police Policy(ies):  401 (Racial or Biased-Based Profiling)	<input type="checkbox"/> N/A
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6.4.06	<b>Part B - Agency Training Details</b> <i>(field will expand automatically)</i>  Criminal profiling, or behavior profiling, is a legitimate practice based on articulable behaviors or characteristics that can be analyzed and evaluated. Officers must have individualized suspicion based on articulable behavior or characteristics to detain anyone. Racial profiling occurs when race alone is used to predict criminality. There are no race-specific crimes, as members of all cultures commit crimes; therefore, the actions of some should not influence how we view members of a given culture. The majority of people are law abiding, regardless of background. Officers can take race into consideration if it is part of a description of an individual involved in a crime.  The trainee shall demonstrate, through the course of the evaluation period, the ability to perform effective law enforcement work focusing on behavior, rather than race.  The trainee shall be able to summarize Terry v. Ohio, 392 U.S. 1 (1968). This was a decision by the United States Supreme Court which held that the Fourth Amendment prohibition on unreasonable searches and seizures is not violated when a police officer stops a suspect on the street and frisks him or her without probable cause to arrest, if the police officer has a reasonable suspicion that the person has committed, is committing, or is about to commit a crime and has a reasonable belief that the person "may be armed and presently dangerous."
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<b>6.5 CRIME PREVENTION</b>								
<b>6.5.01 Citizen Support</b> The trainee shall demonstrate the knowledge and skills necessary to gain citizen support and participation in the prevention of crime.								
<i>Reference(s):</i>						<b>Case # (If applicable)</b>	<b>Incident #</b>	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.5.01</b>	<b>Part A - Reference Agency Policies/Procedures, if applicable</b> <i>(600 characters maximum)</i>	<input checked="" type="checkbox"/> N/A
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<b>6.5.01</b>	<b>Part B - Agency Training Details</b> <i>(field will expand automatically)</i> Refer to 6.1.01 (Part B) for further details.
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**6.5.02 Forms of Crime Prevention**  
 The trainee shall give examples of general forms of crime prevention, including:

A. Advice concerning mechanical and electronic devices (alarms, locks, and target hardening)      D. Property identification (marking, engraving, etc.)  
 B. Control of conditions (lighting, access, and architecture)      E. Neighborhood watch programs  
 C. Public awareness

Reference(s): Case # (If applicable)      Incident #

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments *(field will expand automatically)*

**Additional Information:**

**6.5.02 Part A - Reference Agency Policies/Procedures, if applicable** *(600 characters maximum)*  N/A

Reference the following Antioch Police Policy(ies):

400 (Patrol Function)



**6.5.02 Part B - Agency Training Details** *(field will expand automatically)*

The trainee will become familiar with the principles of Crime Prevention Through Environmental Design (CPTED):

>"See and be seen" is the overall goal when it comes to CPTED and natural surveillance. A person is less likely to commit a crime if they think someone will see them do it. Lighting and landscape play an important role in Crime Prevention Through Environmental Design.

> CPTED utilizes the use of walkways, fences, lighting, signage and landscape to clearly guide people and vehicles to and from the proper entrances. The goal with this CPTED principle is not necessarily to keep intruders out, but to direct the flow of people while decreasing the opportunity for crime.

>Creating or extending a "sphere of influence" by utilizing physical designs such as pavement treatments, landscaping and signage that enable users of an area to develop a sense of proprietorship over it is the goal of this CPTED principle. Public areas are clearly distinguished from private ones. Potential trespassers perceive this control and are thereby discouraged.

>CPTED and the "Broken Window Theory" suggests that one "broken window" or nuisance, if allowed to exist, will lead to others and ultimately to the decline of an entire neighborhood. Neglected and poorly maintained properties are breeding grounds for criminal activity.

**6.6 COMMUNITY-ORIENTED/PROBLEM-ORIENTED POLICING (COP/POP)**

**6.6.01 Community/Problem Oriented Policing and Community Priorities**

The trainee shall review and explain the agency's concept of community/problem oriented policing as it relates to community priorities and needs, focusing on specific violations, crimes, or circumstances.

	Received Instruction		Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								

Comments *(field will expand automatically)*

**Additional Information:****6.6.01 Part A - Reference Agency Policies/Procedures, if applicable** (600 characters maximum)  N/A

Reference the following Antioch Police Policy(ies):

400 (Patrol Function)

**6.6.01 Part B - Agency Training Details** (field will expand automatically)

Community policing is a philosophy that promotes organizational strategies, which support the systematic use of partnerships and problem solving techniques, to proactively address the immediate conditions that give rise to public safety issues, such as crime, social disorder, and fear of crime.

Peace officers are expected to be leaders in the community. They are also expected to identify neighborhood problems. The success of problem-solving partnerships depends upon the leadership of officers.

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work in Antioch.

COP/POP addresses the causes of crime, the fear or perception of crime, and helps to improve the overall quality of life in the community.

Essential components of Community Oriented Policing include to include problem solving, addressing quality of life issues, partnerships with the community, partnerships with other agencies, and internal and external resources.

Goals of Community Oriented Policing include reducing/preventing crime, reducing the fear of crime, improving the quality of life, and increasing community awareness, involvement, and responsibility in problem solving.

<b>6.6.02 The Crime Triangle</b>								
The trainee shall explain the crime triangle (offender, victim, and location).								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.6.02</b>	Part A - Reference Agency Policies/Procedures, if applicable <i>(600 characters maximum)</i>	☒ N/A
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**6.6.02 Part B - Agency Training Details** *(field will expand automatically)*

The trainee shall explain to his/her Field Training Officer (FTO) the following as it relates to the Crime Triangle:

The Crime Triangle provides a way of thinking about recurring problems of crime and disorder. This idea assumes that crime or disorder results when (1) likely offenders and (2) suitable targets come together in (3) time and space, in the absence of capable guardians for that target.

Generally, incidents that peace officers handle cluster in four ways:

- **Behavior.** Certain behavior(s) is (are) common to the incidents. For example, making excessive noise, robbing people or businesses, driving under the influence, crashing vehicles, dealing drugs, stealing cars. There are many different behaviors that might constitute problems.
- **Place.** Certain places can be common to incidents. Incidents involving one or more problem behaviors may occur at, for example, a street corner, a house, a business, a park, a neighborhood, or a school. Some incidents occur in abstract places such as cyberspace, on the telephone, or through other information networks.
- **Persons.** Certain individuals or groups of people can be common to incidents. These people could be either offenders or victims. Incidents involving one or more behaviors, occurring in one or more places may be attributed to, for example, a youth gang, a lone person, a group of prostitutes, a group of chronic inebriates, or a property owner. Or incidents may be causing harm to, for example, residents of a neighborhood, senior citizens, young children, or a lone individual.
- **Time.** Certain times can be common to incidents. Incidents involving one or more behaviors, in one or more places, caused by or affecting one or more people may happen at, for example, traffic rush hour, bar closing time, the holiday shopping season, or during an annual festival.

<b>6.6.03 Working with the Community to Solve Problems</b>								
The trainee shall describe the advantages of working with the community to find solutions to problems related to community safety and quality of life issues.								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.6.03</b>	Part A - Reference Agency Policies/Procedures, if applicable <i>(600 characters maximum)</i>	<input checked="" type="checkbox"/> N/A
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<b>6.6.03</b>	Part B - Agency Training Details <i>(field will expand automatically)</i>
	Refer to 6.1.01 (Part B) for further details.

<b>6.6.04 Leadership in Community-Developed Problem Solving</b>								
The trainee shall demonstrate leadership in facilitating, assisting, and motivating community members to develop solutions to their problems.								
Reference(s):						Case # (If applicable)	Incident #	
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
FTO:					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee:								
Comments <i>(field will expand automatically)</i>								

**Additional Information:**

<b>6.6.04</b>	Part A - Reference Agency Policies/Procedures, if applicable <i>(600 characters maximum)</i>	<input checked="" type="checkbox"/> N/A
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<b>6.6.04</b>	Part B - Agency Training Details <i>(field will expand automatically)</i>
	Refer to 6.1.01 (Part B) for further details.

**6.6.05 Problem-Solving Model**  
 The trainee shall explain the agency’s problem-solving model [e.g., The SARA Model (Scanning, Analysis, Response and Assessment)], and be able to:

- A. Learn the service needs and demands in their patrol area
- B. Devise ways to manage information gathered from various community sources
- C. Learn how to identify crime and disorder problems, and distinguish them from incidents
- D. Develop plans with citizens to address crime and disorder problems
- E. Work with citizens to assess the results of their efforts

<i>Reference(s):</i>					<b>Case # (If applicable)</b>	<b>Incident #</b>		
	<b>Received Instruction</b>		<b>Competency Demonstrated</b>		<b>How Demonstrated?</b>	<b>Remedial Training</b>		<b>How Remediated?</b>
	When completed, print full name	Date	When completed, print full name	Date		When completed, print full name	Date	
<b>FTO:</b>					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
<b>Trainee:</b>								
<i>Comments (field will expand automatically)</i>								

**Additional Information:**

**6.6.05 Part A - Reference Agency Policies/Procedures, if applicable (600 characters maximum)**  N/A

**6.6.05 Part B - Agency Training Details** *(field will expand automatically)*

Refer to 6.1.01 (Part B) for further details.

The trainee shall be able to summarize the S.A.R.A. model to his/her FTO.

**Scanning:**

- Identifying recurring problems of concern to the public and the police.
- Identifying the consequences of the problem for the community and the police.
- Prioritizing those problems.
- Developing broad goals.
- Confirming that the problems exist.
- Determining how frequently the problem occurs and how long it has been taking place.
- Selecting problems for closer examination.

**Analysis:**

- Identifying and understanding the events and conditions that precede and accompany the problem.
- Identifying relevant data to be collected.
- Researching what is known about the problem type.
- Taking inventory of how the problem is currently addressed and the strengths and limitations of the current response.
- Narrowing the scope of the problem as specifically as possible.
- Identifying a variety of resources that may be of assistance in developing a deeper understanding of the problem.
- Developing a working hypothesis about why the problem is occurring.

**Response:**

- Brainstorming for new interventions.
- Searching for what other communities with similar problems have done.
- Choosing among the alternative interventions.
- Outlining a response plan and identifying responsible parties.
- Stating the specific objectives for the response plan.
- Carrying out the planned activities.

**Assessment:**

- Determining whether the plan was implemented (a process evaluation).
- Collecting pre– and post–response qualitative and quantitative data.
- Determining whether broad goals and specific objectives were attained.
- Identifying any new strategies needed to augment the original plan.
- Conducting ongoing assessment to ensure continued effectiveness.

**See next page for Attestation**





## How to Complete Part 5 (Sections 1–18)

### INSTRUCTIONS TO ADMINISTRATORS

**VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5.** Each section is provided as a separate file on the POST website (<https://www.post.ca.gov/field-training--police-training.aspx>). Prior to submitting your FTP Guide to POST for review, you must complete all 18 sections and include them as part of your Guide.

1. **Set up:** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your agency-specific entries.
2. **Front cover (optional):** To keep a hard copy of Volume 2 for internal use, you can add your agency name and date to the front cover.
3. **For each section (1–18):**
  - a. Open the applicable file and add your agency name and date to the header on page 1. (DO NOT change any other headers or footers or alter any other sections of the file.)
  - b. Below each table:
    - Part A:* Enter applicable references from your agency’s Policies & Procedure Manual.
    - Part B:* Enter your agency’s training details.
4. **After completing ALL sections (1–18),** you MUST submit the following materials via flash drive, CD, or DVD to POST for review and approval (do not send printed copies):
  - 1) **Your completed FTP Guide**
  - 2) **FTP Approval Checklist** ([POST Form 2-230](#))  
NOTE: Guides submitted without this form will NOT be reviewed.
  - 3) **Your Department’s Policy & Procedure Manual**
5. MAIL YOUR ELECTRONIC MEDIA TO:  
**Commission on POST**  
**860 Stillwater Road, Suite 100**  
**West Sacramento, CA 95605**  
**Attn: Phil Caporale – BTB**
6. You will receive status notification within 90 days from the date received.

**See next page for Instructions to Field Training Officers**

## How to Complete Part 5 (Sections 1–18)

### INSTRUCTIONS TO FIELD TRAINING OFFICERS (FTOs)

**VOLUME 2 OF THE FIELD TRAINING GUIDE CONSISTS OF 18 SECTIONS WHICH MAKE UP PART 5.** Each section has been customized by your agency administrator(s) to include references to policies and procedures and training details to meet your agency’s Field Training Program requirements. Each file is provided as a separate file. For each section (1–18), complete all tables for each topic.

1. **Set up:** Keep an unchanged copy of each section file as a master for reference. Make a copy of the file to use for your training sessions.
2. **Tracking your training sessions:**
  - a. Upon completing each competency, enter the FTO and trainee names and dates, and how the competency was demonstrated, into the applicable tables.
  - b. Enter any note-worthy comments related to the trainee’s performance.
3. **If trainee requires remedial training:**
  - c. Enter the FTO and trainee names and dates, and how the competency was remediated, to show that each competency was completed.
  - d. Enter any additional note-worthy comments related to the trainee’s performance.
4. **Attestation:** After all competencies have been performed, including any remedial training, the primary FTO and Trainee **MUST** enter their electronic signatures on the Attestation page (see instructions) to verify that the Trainee has completed this portion of the Field Training Program.

**End Section**