

POST PERISHABLE SKILLS PROGRAM (PSP)

IV – Strategic Communications 2 HR. EXPANDED OUTLINE

STATEMENT OF PURPOSE:

The course will provide the trainee with the minimum topics of Strategic communications required in the POST Perishable Skills Training Program (PSP).

Minimum Topics/Exercises:

Officer safety
Escalation versus de-escalation
Communication Elements
Listening Skills
Questioning Techniques
Persuasion
People with disabilities
Team Communication during a critical incident
Class Exercises/Student Evaluation/Testing

COURSE OBJECTIVES:

The student will:

1. Demonstrate the basic components of communication skills and techniques.
 2. Demonstrate the importance of listening and persuasion skills as they relate to effective strategic communication.
 3. Demonstrate the skills needed to communicate effectively.
- Demonstrate a minimum standard of strategic communication skills with every technique and exercise, to include:

Officer Safety
Listening/Persuasion
Judgment and Decision Making
De-escalation, Verbal Commands
Effectiveness under Stress Conditions

I. Introduction

- A. Course Overview
 1. History “Verbal Judo”
 2. Background
- B. Goals of Course
 1. Safety
 2. Enhanced Professionalism
 3. Decrease complaints

4. Decrease liability
5. Lessen personal stress

II. Escalation vs De-Escalation

IV(b)

- A. Separate attitude from behavior
 1. Focus on Behavior
 2. Treat others the way you want to be treated
- B. You are a PEACE Officer
 1. Generate and contribute to PEACE
 2. Professionalism
- C. Four Tenets of Procedural Justice
 1. Voice
 2. Neutrality
 3. Respectful treatment
 4. Trustworthiness

III. Communication Elements

IV(c,d,e)

- A. Phases of Communication
 1. Approach- Impact of physicality
 2. Greeting- Initiating the conversation
 3. Engagement – Strategies to promote communication
 4. Adaptation – Being flexible
 5. Repair- Re-establishing rapport
 6. Incident closure - How we end a contact today could influence a future contact
- B. Message Delivery
 1. Content
 2. Tone/ Voice
 3. Non- Verbal
- C. Active Listening
 1. Affirmations
 2. Open ended questions
 3. Mirroring
 4. Paraphrasing
 5. Avoiding “you” messages
 6. Effective Pauses
 7. Listen to understand not to respond
- D. Empathy
 1. Empathy vs Sympathy
 - a. Empathy- The ability to understand and share feelings of another
 - b. Sympathy- Feelings of sorrow and pity for someone else’s misfortune
 2. Establish rapport

- E. Questioning Techniques
 - 1. Intentional closed questions
 - 2. Open ended questions
 - 3. Question types
 - a. Fact Finding
 - b. Leading
 - c. Opinion seeking
- F. Persuasion
 - 1. Rational appeal
 - 2. Personal appeal
 - 3. Ethical appeal

IV. People with Disabilities

IV(g)

- A. Communicating with individuals who have disabilities
 - 1. State law
 - 2. Agency Policy
- B. Methods of communicating with people experiencing:
 - 1. Mental Illness
 - 2. Substance Use Disorders
 - 3. Intellectual Disabilities
 - 4. Physical Disabilities
 - 5. Emotional Distress
- C. Strategies
 - 1. Pace
 - 2. Tone/Voice
 - 3. Reduce Distractions
 - 4. Content
 - 5. Non-Verbal
- D. Special Relationships/ Community Caretaking
 - 1. State Law
 - 2. Agency Policy

V. Team Communication During Critical Incident

IV(h)

- A. Coordinated Effort
 - 1. Planned Response (when feasible)
 - 2. One Voice
 - a. Single point of contact
 - b. Single point of contact with dispatch
 - 3. Force Options
 - 4. Continuous Assessment
- B. Potential Resources
 - 1. Mental Health Resources
 - 2. Community Resources
- C. Debrief

VI. Officer Safety

IV(a)

- A. Control the Environment
 - 1. Tactical Pause
 - 2. Slow down
 - 3. Gather Information
 - 4. Develop a plan
 - 5. Time + Distance = Options

- B. Make Sound Decisions
 - 1. What's important right now?
 - 2. Set priorities
 - 3. Think through your choices
 - 4. Make sound decisions

VII. Class Exercise / Student Evaluation and Testing

IV(i)

- A. Student learning activities & methods of assessing learning: Scenarios using de-escalation techniques using relevant skills learned during class, POST instructor review of scenario training with feedback by instructor and student participants.
- B. Opportunity to practice Strategic Communications and de-escalation techniques in various scenarios
 - 1. Participants will be divided into smaller groups where they will be rotated through a series of scenarios.
 - a. Minimum of two scenarios per group. Students will work in teams and take turns role playing.
 - b. Non-participants will be expected to observe and provide feedback while other participants complete a scenario.

 - 2. Scenarios
 - a. Ped Stop
 - b. Suspect Contact
 - c. Recognize Disability Interview

 - 3. During the scenario's students will be expected to practice relevant skills learned during class.
 - 4. After each scenario, participants will be given the opportunity to debrief, give to each other, and receive feedback from instructors.
 - 5. Review of scenario training with feedback by instructors and student participants.
- C. Remediation if necessary