



Expanded Course Outline

(one week / 40 hours)

P.O.S.T. Mounted Patrol – Instructor Development

Training Equestrian Law Enforcement Officers: Theory, Methodology and Application

Course Lead Instructor: Stan Buscovich, CA P.O.S.T. - M.I.

Course Instructor:

Facilitator:

LEARNING GOALS

1. This course is designed to educate law enforcement mounted patrol officers (10 to 12 learners maximum in the class) in theory, methodology, and application skills necessary to demonstrate the responsibilities and duties of an equestrian unit trainer / instructor.
2. Course instruction is intended to provide the student instructor with an in-depth understanding of their responsibilities, to explain how to best utilize their time and effort at their job assignment, and to train them in the skills and knowledge (teaching methods, adult learning concepts and Instructional System Design) essential for properly carrying out their duties.
3. The equestrian trainer / instructor is an important job assignment at any mounted patrol unit: supporting and guiding the overall efforts, objectives, and goals of his or her department.

LEARNING OBJECTIVES

At the end of each module of instruction, the students will have accurately identified and discussed the topics and tasks utilizing adult learning methods. To measure this learning process, each student will actively participate in numerous small and large group exercises to the satisfaction of the instructional staff.

In addition, each learner, with a high degree of proficiency, will be able to demonstrate these learning objectives within the time frames allotted for each training segment. On the fourth and fifth day of instruction (Thursday and Friday) each student will present their main class project (presentation), utilizing the instructional skills and knowledge they have learned. To measure their new instructional abilities, their one-hour (team teaching) presentation will be observed and critiqued to the satisfaction of the instructional staff. A final written examination will be given at the conclusion of the course (questions will be derived from the topics and tasks covered in the course).

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. ~ William A. Ward ~

Mounted Patrol – Instructor Development Course (one week / 40 hours)

DAY 1 (Monday) / 8 Hours

- I. Registration – “Mounted Patrol – Instructor Development Course” (classroom)
 - A. Student sign-in
 - 1. Student / mount notification document completed
 - B. Student waivers signed and collected
 - C. CA P.O.S.T. paperwork finished
- II. Introduction
 - A. Welcome
 - B. Instructor(s) introduction / background
 - 1. My three golden instructional rules
 - 2. Student safety equipment, tack and sound mount required for arena training
 - 3. Student introduction / background – S.M.E. (subject matter expert) / trainer
 - (a.) First name (students / instructors) seating chart prepared
 - D. W.I.I.F.M.?
 - E. CA P.O.S.T. Safety Guidelines (Equestrian – Part XIV) – handout / manual
 - F. Instructor Development – course training manual and instructional Trainers book
 - 1. The Exceptional Presenter – Koegel
- III. Course Overview
 - A. Goals / learning objectives
 - 1. Course requirements
 - (a.) Initial equestrian proficiency exam (previously posted for this course)
 - (b.) Topic assignment, student (team teaching) presentations – posted list
- IV. Instructional Methods (what works and what does not for equestrian / mounted patrol training)
 - A. Mounted Patrol Training Tip # 4
 - 1. Group exercise (video / DVD quiz)
 - B. The “alligator” student
 - 1. How to deal with / resolve
- V. Initial Evaluation of Student’s Riding Abilities / Mount(s) (arena)
 - A. Lecture - CA P.O.S.T. Safety Guidelines (Equestrian – Part XIV)
 - 1. Stated - agreed upon
 - B. Safety check – student, mount and tack
 - C. Stretch / warm up
 - D. Basic S.F.P.D. equestrian proficiency test given (prerequisite handout)

- VI. Public Speaking (“Speaking Your Best”)
 - A. Aristotle’s Rule – Passion (talking about a topic / a subject you know and like)
 - 1. Opening speech from the movie “Patton” – 5 minutes (George C. Scott) – DVD
 - 2. Student presentation (ice breaker) – 5 minutes max.
 - (a.) Topic / subject that you know and have passion about
 - (1.) A non law enforcement subject
 - (2.) Examples – wine making, golf, etc....
 - 3. “Toast Master” – upgrading your communication skills
- VII. Instructional Issues (classroom)
 - A. Department / outside unit training regulations
 - B. CA P.O.S.T. requirements to certify a course (P.O.S.T. templates on a flash drive)
 - 1. Expanded Course Outline
 - 2. Hourly Distribution Schedule
 - 3. CA P.O.S.T. Resume
 - 4. CA P.O.S.T. Safety Guidelines (Equestrian – Part XIV)
 - 5. Course Budget (CA P.O.S.T. document) / Invoice
- VIII. Educating Law Enforcement Mounted Patrol Trainers
 - A. Lecture
 - 1. “Before one can become a master, one must first be a good student”
 - B. My three top instructional rules as a teacher
 - 1. Group exercise
 - C. Equestrian / instructional skills and knowledge
 - 1. Never stop learning
 - D. Stan’s instructional journey (tips / advice)
 - 1. Handout
 - (a.) Lecture method while on horseback – negative technique
 - E. Training records and why they are so important
 - F. Training equipment, props, aids and needs
 - 1. A good sound system for use in an arena (name brand – Lone Ranger III)
 - 2. Traditional aids vs emerging technology
 - (a.) Power Point
 - (b.) Distance learning (computer e-mail attachments)
 - (c.) Projector
 - (d.) Flip chart, overhead projector and handouts
 - G. Instructor / Unit liabilities
 - 1. Failure to train
 - 2. Liability of Trainer
 - (a.) Outside Unit / department – private insurance company umbrella coverage – equestrian Trainer (if necessary). Typical coverage amount - \$1,000,000.
 - (b.) Department liability coverage?
 - 3. Current legal cases associated with mounted patrol units
 - H. Educating your supervisor(s) concerning the responsibilities / duties of a Trainer

DAY 2 (Tuesday) / 8 Hours

- I. Review of Monday's Modules / Training (classroom)
 - A. Safety guidelines
 - B. Goals / learning objectives
 - C. Training law enforcement mounted patrol officers / units

- II. Adult Learning Concepts / the Domains of Learning (recognizing different / individual student styles of learning) plus The Nine Principles of Adult learning
 - A. Cognitive
 - B. Affective
 - C. Psychomotor

- III. Total Training Package (nine elements)
 - A. T.E.M. (Training Effectiveness Model) – handout
 - B. Instructional methods
 - C. Learner / course validation
 - D. Teaching / presentation aids
 - 1. Traditional (old school)
 - 2. Emerging technology – Power Point

- IV. Facilitation
 - A. Webster's Dictionary - definition of facilitate: "To make easier."
 - B. The habits of an effective facilitator
 - C. Advantages of using a facilitator (Q & A – group exercise)
 - 1. Why using a facilitator is so important for the overall success of any training
 - 2. Handouts

- V. Equestrian Training Exercise on Horseback (arena)
 - A. Safety check (learner, tack and mount)
 - B. Stretch / warm up
 - C. Group training exercise
 - 1. Students will participate in a series of drills, formations and riding exercises
 - (a.) Five minute O.I.C. drill by each learner (The Mounted Drill)

The most effective training will be conducted in an environment that fosters high self-esteem, motivation and performance (Lt. Post, 1992).

DAY 3 (Wednesday) / 8 Hours

- I. Review of Day Two – Tuesday (classroom all day / NO horses in use today)
 - A. Adult learning concepts
 - B. Total training package
 - C. Facilitator

- II. I.S.D. (Instructional System Design)
 - A. Lecture – I.S.D. (why this instructional tool / guide is so important)
 - B. Manual – handout documents
 - C. Group exercise
 - 1. Written (fill in the satellite bubbles of an I.S.D. concerning your topic choice)
 - 2. Student presentation(s) - oral
 - (a.) Learners choice for topic (anything of interest) – 5 to 10 minutes max.

- III. P.O.S.T. Master Instructor Development Program (M.I.D.P.)
 - A. One year commitment
 - B. Program requirements
 - C. Performance “Dimensions” – eight total
 - D. To the applicant (manual – handout)

- IV. Student Presentation Preparation
 - A. Lecture (goals, learning objectives, requirements and safety regulations)
 - B. Presentations
 - 1. Using different methods of instruction
 - 2. Learning concepts
 - 3. Facilitator
 - 4. T.E.M. / I.S.D.?
 - 5. Team teaching – styles / guidelines
 - 5. Teaching demonstration
 - (a.) Evaluation of prepared materials
 - (b.) Evaluation of presentation
 - (1.) Video / DVD quiz, overhead, flip chart & or Power Point
 - (2.) Instructor(s) evaluation
 - (3.) Peer evaluation
 - C. Demonstrating a skill correctly / Four step method of instruction
 - 1. Preparation / Introduction
 - 2. Demonstration / Presentation
 - 3. Student practice / Application
 - 4. Assessment / Test

- D. Pick team teaching student partner
- E. Pick topic for presentation:
 - 1. Law enforcement from a horse (patrol techniques)
 - 2. Equestrian crowd control tactics (friendly & or hostile)
 - 3. The Mounted Drill (basic movements & formations)
 - 4. Mounted Patrol - ceremonial functions
 - 5. Horse baton training
 - 6. Mounted Patrol - SAR (search and rescue)
 - 7. Basic equitation and evaluation
 - 8. Horse health management and evaluation
 - 9. Stable management and maintenance
 - 10. Equestrian equipment - tack and maintenance
 - 11. Horse trailering procedures – skills & knowledge (short & or long distances)
 - 12. Equestrian sensory and obstacle training
 - 13. The history of the horse and rider
 - 14. Trail Trials preparation
 - 15. **Graduation from Basic academy training – Musical Ride (The Mounted Drill)**
 - 16. (specific equestrian – law enforcement topic, not originally stated)???
- F. Pick time of day (morning / afternoon) to give presentation
 - 1. Using horses (morning allotted times) – arena
 - 2. No horses in use for presentation (afternoon allotted time) – classroom
- G. Group preparation time for Student Presentations
 - 1. A "serious" organization time period to prepare for the team presentations
 - 2. Last three to four hours of the day - Wednesday
 - a. Reiterate all "presentation" rules / guidelines for success
 - b. Main location - "classroom" (on scene instructor supervision / guidance)
 - c. Arena (instructor supervision mandatory on location)
 - a. Small group "arena training" by a request, authorization by the instructional staff
 - (1) Cannot canter horse(s)
 - (2) Walk or slow trot gait only
 - (3) No equestrian game playing
 - b. No more than two study groups in the riding arena at a time
 - (1) Red safety cones divide arena, separate group locations
 - d. Kinko's - handout(s) preparation (?)
 - e. Location of study / preparation site to be approved by instructional staff

DAY 4 (Thursday) / 8 Hours

- I. Review of Day Three – Wednesday (classroom)
 - A. I.S.D. (Instructional System Design)
 - B. M.I.D.P.
 - C. Student Presentations
 - D. Four step method of instruction

- II. Equestrian Warm-up (arena)
 - A. Safety check (learner, tack and mount)
 - B. Stretch – rider / mount
 - C. Group warm-up exercise
 - D. Students / instructional staff group picture

- III. Student (team teaching) Presentations (morning – arena / horses involved)
 - A. Presentation (one hour max.)
 - B. Evaluation / critique by peers
 - C. Evaluation / critique by instructional staff

- IV. Student (team teaching) Presentations (afternoon – classroom / no horses)
 - A. Presentation (one hour max.)
 - B. Evaluation / critique by peers
 - C. Evaluation / critique by instructional staff

DAY 5 (Friday) / 8 Hours

- I. Equestrian Warm-up (arena)
 - A. Safety check (learner, tack and mount)
 - B. Stretch – rider / mount
 - C. Group warm-up exercise

- II. Student (team teaching) Presentations (morning – arena / horses involved)
 - A. Presentation (one hour max.)
 - B. Evaluation / critique by peers
 - C. Evaluation / critique by instructional staff

- III. Student (team teaching) Presentations (2nd part of the day - classroom / no horses)
 - A. Presentation (one hour max.)
 - B. Evaluation / critique by peers
 - C. Evaluation / critique by instructional staff

- IV. Examination, Review and Evaluation of Training (classroom)
 - A. Course written examination
 - B. Review / critique
 1. Goals
 2. Topics
 3. Tasks
 4. Learning objectives
 5. Rider / mount evaluation input from instructor
 6. Final words / closing remarks by lead instructor / instructional staff
 - (a.) If the student fails to learn, the teacher fails to teach.
 - (b.) I always tell students, that it is what you learn after you know it all, that counts.
 - (c.) If you think education is expensive – try ignorance.
 - (d.) I hear and I forget. I see and I remember. I do and I understand.
 - (e.) *The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. ~ William A. Ward ~*
 7. Final remarks by hosting agency?
 - C. Written evaluation of this training course (document – handout in manual)
 1. Course / instructor / hosting agency evaluations forms completed – facilitator
 - D. CA P.O.S.T. course certificates of completion

My top three instructional rules as a Trainer:

1. Safety is paramount in training (in the arena as well in the classroom setting).
2. The student is the most important person in the classroom / arena, not the instructor.
3. Adults learn best when they are actively involved in the instruction / training.

~ [Stan Buscoivch](#) ~

Vox audita perit, littera scripta manet The heard word is lost, the written letter abides

Things I / students will need for this training course:

Classroom / near Arena (for all five days)

- ◆ **Three hole "D" ring binder** and cover sheet / dividers, for each student / instructor
- ◆ Will pay for the handouts I prepare for the students / instructors (cost \$ =?)
- ◆ **Certificate of training (Instructor Development)?**
- ◆ **All instructor's should professionally dress alike - "Red" shirt & baseball hat**
- ◆ **Dinner / banquet / awards night - Thursday? Set-up restaurant in advance.**
- ◆ **Name tags for students, instructors and classroom desk tops**
- ◆ Chairs / places for the students to write on (long tables)
- ◆ 3 long fold out tables for my equipment / instructional tools / props
- ◆ **A "large" TV / VCR (& DVD - if possible) (plus cord) – outlet**
- ◆ **Two large standing paper flip charts (extra lined paper) / many colored marking pens**
- ◆ Masking tape roll (**blue** in color type - for painting) for easy removal from the wall
- ◆ Number two pencils / pens for the students
- ◆ Large (standard size) **yellow** / white "lined" paper (3 hole paper) tablet for each student (notes, project assignments)
- ◆ **Overhead projector & spare light bulb (both tested before the start of the course) & a large screen**
- ◆ Shades for windows (or bring large butcher paper to cover same)
- ◆ **Produce two large poster board size (Kinko's) of instructional "Presentation" list - topics (for classroom wall display)**
- ◆ Overhead lights (tested - working) in classroom
- ◆ Coffee / donuts each morning
- ◆ One hour lunch period during the week, so bring or serve lunch, or pick-up sandwich type food and deliver to class for all requesting.

A "Large" Riding Arena / "Covered" - at least 100 x 300 - **NO obstacles in arena** (for all five days)

- ◆ Arena groomed each day before we arrive (all items in arena taken out / cleared)
- ◆ Arena watered two times a day concerning dust
- ◆ Arena has a fence surrounding / gate
- ◆ Overhead lights (tested - working) in covered arena
- ◆ At least 20 large plastic orange safety cones
- ◆ A safety whistle attached to a neck cord for all instructors / safety officers
- ◆ Two empty large arena barrels
- ◆ Two small water buckets
- ◆ A stack of 10 or so 10 oz. Cups (Dixie cups)
- ◆ Large cooler / with ice near by with **fresh bottled water / drinks (for each day)**
- ◆ Fresh water / tubs for the horses
- ◆ Duck tape roll
- ◆ **A wireless remote sound system - A MUST (that has been tested and works properly) for the instructors to use inside the riding arena**
- ◆ A music player / device of some type (tested) – CD / tape,- plug in & batteries (fresh)
- ◆ Many different CD's / music for riding arena
- ◆ Video camera / tape for VCR (if you have same) to record training & then to hook-up to TV / VCR in classroom (optional)

Very important

- ◆ A veterinarian on call for the week for emergencies
- ◆ A ferrier on call for the week
- ◆ An emergency vehicle on the property while the class is in session for emergencies
- ◆ An ambulance service of some type that is on call for the week of the class
- ◆ A radio (department) & or a walkie - talkie (two phones), with fresh batteries for each day, for emergencies / requests for help on the property (classroom / riding arena)
- ◆ A complete and up to date (checked before class) first aid kit for humans / horses
- ◆ **NO guns / ammo / chemical agents – spray to be worn in the riding arena or classroom**

Students or department / hosting agency requirements / needs / props to bring

- ◆ A tie rope / halter (in good repair) brought to training / riding arena each day
- ◆ Can tie a slip knot & daisy, and understands and follows the two horse away tie rule
- ◆ Cleaning equipment for the horse / tack
- ◆ An equestrian safety helmet will be worn, "MANDATORY" when in a riding instruction module
- ◆ Sun block
- ◆ Safety / sun glasses
- ◆ Equestrian knife of some type to be worn (not a long hunting knife)
- ◆ Riding attire = casual / or civilian clothes to be worn each day (no tank tops), long pants and riding boots (with heels and flat sole bottoms)
- ◆ Any type of aids / props needed to ride
- ◆ Rain gear of some type - poncho / boots (optional)
- ◆ A lap top computer, extension cord, plus portable printer (optional)
- ◆ A projection device for lap top / Power Point presentations