

STANDARD 3

DRIVER EXAMINER TRAINING PROGRAM

Although this Standard appears in the *National Safety Code for Motor Carriers*, it is important to note that it applies to all drivers, including commercial drivers.

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OVERVIEW

OBJECTIVE

- To enhance the position of the driver examiner.
- To establish a behavior and performance standard for driver examiners.
- To establish a system to ensure that driver examiners have and maintain the capability to perform their jobs competently.
- To enhance the public perception and awareness of the driver examiner.

PURPOSE

- To ensure that driver testing is conducted in a consistent manner throughout Canada.
- To provide a uniform Driver Examiner Training Program.
- To provide a uniform standard for evaluating drivers.

CONTENT

The Driver Examiner Training Program should include, but not be limited to, the following topics:

- An introduction
- An organization overview
- The purpose of the Motor Vehicle Department
- The role of the examiner
 - Code of ethics
 - Rules of conduct
- Public contact
 - Meeting the public
 - The applicant's visit
 - The difficult applicant
- Counter procedures
 - Processing the application
 - Knowledge testing
 - written test
 - road sign test

oral exams
use of translators

- Vision screening
 - The purpose
 - The instrument
 - The standards
 - Referral to a vision specialist
 - Restrictions and endorsements

- Physical screening
 - The purpose
 - The standards
 - Referral to a medical doctor

- Road test procedures and training
 - Class 5 and 6 training
 - initial training
 - follow-up examiner workshops and evaluation rides

 - Class 3 training
 - practical vehicle operation
 - follow-up evaluation rides

 - Class 2 training
 - practical vehicle operation
 - follow-up evaluation rides

 - Class 1 training
 - practical vehicle operation
 - follow-up evaluation rides

 - Air endorsements
 - complete an air course
 - follow-up pre-trip inspection evaluation

**DRIVER EXAMINER
TRAINING COURSE**

SAMPLE COURSE OUTLINE

| <u>Day</u> | <u>Morning 9:00 - 12:00</u> | <u>Afternoon 1:00 - 4:00</u> |
|------------|---|--|
| | Opening Business Welcome Introductions | Teaching and Learning |
| Day I | Professional Standards Agency Services Regulations/Policies The Human Factor Meeting the Public | |
| Day II | Medical problems | Panel I - The applicant's visit - The application for the original licence - Fiscal controls |
| Day III | Individual Presentations 1-4 Panel II - Pre-test evaluation and conference - Physical screening | The Disabled |
| Day IV | Individual Presentations 5-8 Panel III - Vehicle maneuvering skill test - Designing/modifying road test routes - Designing vehicle maneuvering skill test areas | Fraud, Forgery, Personation, False Documents |
| Day V | Stress and its Implications | Individual Presentations 9-12 Panel IV - Restrictions/endorsements - Document processing - Concluding Services - Licensing and miscellaneous services |
| Day VI | Individual Presentations 13-16 Panel V - Road test – the preliminary phase - Road test – the concluding phase | Vision Screening |

| | | |
|----------|---|--|
| Day VII | Public Relations | Public Relations (continued) |
| Day VIII | Interviews and their Objectives for Counselors and Examiners | Field Trip – Driver Control Centre, Testing Centre |
| Day IX | Drugs – Implications for the D.E. with respect to Applicants and the Driver Examination Process | |
| | Evaluation Process | |
| | Course ends 12:00 noon | |

INDIVIDUAL ASSIGNMENT

Listed below are the integral parts of the actual road test. The session titled “Teaching and Learning” should give you much information on how you could present the material.

1. Starting
2. Signaling Intention
3. Clutch
4. Posture
5. Quick Stop
6. Backing
7. Parallel Parking
8. Speed and Braking
9. Position in Road
10. Stop on Upgrade
11. Start on Grade
12. Traffic Signals
13. Stop Sign
14. Turning Right
15. Turning Left
16. Attention/Distracted
17. Keeping Lane
18. Following
19. Overtaking
20. Use of Horn
21. Being Overtaken

- 22. Approach to Corner
- 23. Right of Way

DAY I

MORNING SESSION 9:00 A.M. - 12:00 NOON

**PROFESSIONAL STANDARDS
AGENCY SERVICES
REGULATIONS AND POLICIES
THE HUMAN FACTOR
MEETING THE PUBLIC**

PROFESSIONAL STANDARDS

Lesson to include, but not necessarily be limited to, the following:

1. What is the purpose of a code of ethics?
2. What are commonalities/differences in the Code among Canadian jurisdictions?
3. Are Codes just “For the Record” or are they sensible, practical assets to the examiner in the performance of his duty?
4. What is a conflict of interest? Do Canadian jurisdictions have government policies on conflicts? Are they enforced?
 - Examples of conflicts that could affect the examiner;
 - Business solicitation as a conflict:
 - Bartender; optician; brother-in-law; examiner’s child’s licence; vehicle salesman; member of auxiliary police and examiner.
5. Are there outside activities forbidden to the examiner?
 - Interest in driving school;
 - Others.
6. What could constitute improper professional conduct by the examiner?
 - Examples;
 - Hazards;
 - Penalties.
7. Why are standards of personal appearance important to the examiner and to the public?
 - Favorable impressions of examiner, department, government;
 - Help create the aura of the examiner as a professional.
8. Discuss briefly “Proper Dress”, “Improper Dress”.
9. Discuss briefly the necessity of personal hygiene and good grooming.
10. Discuss briefly offensive behavior in the eyes of the average applicant.
11. Discuss the need to be businesslike, particularly the need to be:
 - self-confident;
 - organized;
 - polite and attentive;
 - non-argumentative;
 - non-wisecracking.
12. General discussion, questions, comments, clarification
13. Summary of lesson

AGENCY SERVICES

Lesson to include, but not necessarily be limited to, the following:

1. As a group, list all of the various kinds of licences that can be obtained from the agency.
2. Briefly discuss each type of licence – including original instruction permit, renewal, re-examination, restricted, endorsed, duplicate, corrected, modified, occupational.
3. Other services – as a group, list other services such a provision and distribution of information, etc.
4. General discussion, questions, comments, clarification.
5. Summary of lesson.

REGULATIONS AND POLICIES

Lesson to include, but not necessarily be limited to, the following:

1. What are the sources of our pertinent laws and regulations? Discuss:
 - Provincial/territorial motor vehicle acts;
 - Agency rules and regulations;
 - Court decisions affecting driver licensing;
 - Opinions of attorneys-general;
 - Others.
2. Emphasize that although the examiner is not a lawyer he is expected to have clear, direct knowledge of the basic acts and regulations that apply.
3. What is the statutory authority for driver licensing?
 - The driver licence authority.
4. List/discuss examples of common questions asked by applicants and their answers.
5. Discuss the following:
 - Legal requirements for mandatory vision screening;
 - Legal requirements for road tests;
 - Accident claim funds;
 - Financial responsibility laws;
 - Safety laws.
6. General discussion, questions, comments, clarification.
7. Summary of lesson.

GUIDELINES OF PUBLIC CONTACT – THE HUMAN FACTOR

Lesson to include, but not necessarily be limited to, the following:

1. Maintenance of proper examiner attitude – efficient, knowledgeable, serious, impartial, courteous, alert, model.
2. Be aware that the examiner should identify himself by name, call the applicant by name, use Mr./Mrs./Miss, smile, act in a positive fashion, keep himself under control, speak normally, emphasize positive and then negative.
3. Be aware that the examiner should not show bias/prejudice, act in a dictatorial fashion, smoke or chew gum during an examination, allow himself to be on the defensive, engage in physical violence.
4. Applicant complaints – types and “best” solutions.
5. Nervous applicants – how to identify causes/reasons for extreme nervousness; how to assist.
6. Difficult applicants – angry, frustrated, arrogant – types and “best solutions”.
7. General discussion, questions, comments, clarification.
8. Summary of lesson.

MEETING THE PUBLIC

Lesson to include, but not necessarily be limited to, the following:

1. How to achieve success with the typical applicant.
 - Shy;
 - Over nervous;
 - Irritable/obnoxious;
 - Language barrier.
2. Does the “model”, the “front/facade” of the examiner affect the applicant’s performance?
3. Discuss the importance of the following examiner attributes:
 - slow, clear speech;
 - good speaking volume;
 - concise, easy to follow instructions.
4. Do examiners subconsciously imitate the tendencies of an applicant?
 - Broken language;
 - Gestures;
 - Dialect;
 - Louder voice.
5. Examiner/applicant practice interview session – as devised and led by instructor (50 minutes). Class participation as onlookers/participants.
6. General discussion, questions, comments, clarification.
7. Summary of lesson.

DAY I

AFTERNOON SESSION 1:00 P.M. - 4:00 P.M.

TEACHING AND LEARNING

TEACHING AND LEARNING

Lesson to include, but not necessarily be limited to, the following:

1. Effectiveness of training:
 - Appearance and physical movement;
 - Voice – pausing, slowdown, stop talking/gestures;
 - Speech technique – inflection, volume and tone, quietness;
 - Proper language – technical language, correct grammar, no slang, correct pronunciation;
 - Knowledge – present topic as if you were serious about it;
 - Attitude – enthusiastic, confident, happy;
 - Necessary materials – studied, readily available;
 - Mannerism – sharing, not overbearing.

2. Lesson planning:
 - Know topic, subject;
 - Parts of lesson plan – preparation, presentation, summary, evaluation, assignment.

3. Training:
 - Drills;
 - Exercises;
 - Lead-up games;
 - Recapture;
 - Clarity;
 - Summarize;
 - Test;
 - Monitor.

4. Visual aids:
 - Chalkboard;
 - Flipchart;
 - Films, slides;
 - Overhead projector.

DAY II

MORNING SESSION 9:00 A.M. – 12:00 NOON

MEDICAL PROBLEMS

MEDICAL PROBLEMS

Lesson to include, but not necessarily be limited to, the following:

1. Video cassette:
 - 3 video cassettes concerning medical problems (55, 32, 55 minutes respectively).
2. Booklet – Recognizing Medical Problems.
3. Description/examples of:
 - Mental deficiencies;
 - Schizophrenia – symptoms:
 - irrational speech;
 - tangential thinking;
 - hallucinations;
 - “voices”;
 - indifference;
 - Use of tranquilizers/alcohol;
 - Affective disorders;
 - Mania – reckless, careless, stamina;
 - Depression – lack of appetite, suicidal tendencies;
 - Epilepsy;
 - Psychopathy.

DAY II

AFTERNOON SESSION 1:00 P.M. – 4:00 P.M.

PANEL I

**THE APPLICANT'S VISIT
THE APPLICATION FOR THE ORIGINAL LICENCE
FISCAL CONTROLS**

THE APPLICANT'S VISIT

Lesson to include, but not necessarily be limited to, the following:

1. What is the basic purpose for a visit to the examination station?
2. Discuss other reasons for such a visit, including:
 - see layout, scout situation;
 - ask a question;
 - false belief about service(s) provided;
 - others.
3. How to get information from applicant if he has trouble explaining his needs.
4. Enumerate the items/information required from the applicant before processing starts.
5. What is a preparedness check? What are its purposes?
6. Briefly discuss how to handle complaints, language handicaps.
7. An examiner has the duty to provide information. Discuss the following facets:
 - telephone inquiries;
 - face-to-face contact;
 - need for instant, accurate answers;
 - positive mannerisms, attitude.
8. General Discussion, question, comments, clarification.
9. Summary of lesson.

THE APPLICATION FOR THE ORIGINAL LICENCE

Lesson to include, but necessarily be limited to, the following:

1. Discuss the general form of applications. Show that it provides:
 - applicant identification;
 - administrative information;
 - test results record.

2. Discuss briefly each of the details of the applicant identification section of the application form:

| | | | |
|---------------|-------------|-------------|-----------------------|
| name | hair colour | sex | SIN |
| address | height | birth place | other information |
| color of eyes | weight | birth date | applicant's signature |

3. Discuss sight verification of applicant identification information:

| | |
|--------------|-----------------------------|
| SIN | employment information card |
| credit cards | marriage licence |
| cheque book | others |

4. Discuss/explain details of each of the following:

| | |
|---------------------------|------------------------------|
| entrance of restrictions | vehicle identification |
| accompanying driver | driver education information |
| licence expiration date | record of fee payment(s) |
| parental consent (minors) | others |

5. Discuss the use of the application form for recording test results:

| | |
|------------|---------------------|
| physical | vehicle maneuvering |
| vision | road |
| road signs | others |
| road rules | |

6. Discuss areas where frequent errors are made in completing the application form.

7. Discuss the importance of checking:

- signature (against other documents);
- birth date;
- expiry date;
- others.

8. Would it be wise to have the same basic licence information used in all of our jurisdictions – and a licence form that would have common areas for basic information?
9. Discuss CCMTA standards for identification that have been adopted/accepted by all jurisdictions.
10. General discussion, questions, comments, clarification.
11. Summary of lesson.

FISCAL CONTROLS

Lesson to include, but not necessarily be limited to, the following:

1. Emphasize: necessity of good, prudent fiscal management; collection of proper fee; need for accuracy/honesty; good business procedures.
2. Involve participants in sharing their agency regulations/policies/procedures for handling/accounting of money. How similar are they? Where are the differences, if any?
3. Discuss the various fee schedules associated with the agency and its services. Are there modifications/peculiarities attached to them?
4. Discuss the forms of acceptable tenders – cash, personal cheques, money orders, etc.
5. The integral parts of a receipt.
6. Paper work associated with fee collections and accounting.
7. Various kinds of equipment used by agency for fiscal control.
8. General discussion, questions, comments, clarification.
9. Summary of lesson.

DAY III

MORNING SESSION 9:00 A.M. - 12:00 NOON

PANEL II

**PRE-TEST EVALUATION AND CONFERENCE
PHYSICAL SCREENING**

PRE-TEST EVALUATION AND CONFERENCE

Lesson to include, but not necessarily be limited to, the following:

1. Pre-test E. & C. – the natural breakpoint between screening and testing stage – allows a re-check of documents for completeness and accuracy if necessary.
2. Discuss the conference from the viewpoint of the documents and forms the applicant must have for diagnostic tests.
3. Review the need for tact and common sense – politeness, firmness, fairness, honesty.
4. Reinforce the necessity to be able to answer the applicant’s questions concerning where to go, who to see, what to do, what to get.
5. Discuss the use of appointments for road tests – facilitates use of examiner’s time, prevents bottlenecks, reduces applicant tension and irritation.
6. List and discuss common scheduling problems such as: “no shows”, inclement weather delay, peak travel times, over-scheduling.
7. Discuss ways to overcome problems cited in item 6 above.
8. General discussion, questions, comments, clarification.
9. Summary of lesson.

PHYSICAL SCREENING

Lesson to include, but not necessarily be limited to, the following:

1. What are the purposes of physical screening?
2. List some physical handicaps and explain how they may affect the driving function – e.g. shakiness, limbs impaired/missing, hearing problem, deformity.
3. What should agency standards be regarding physical handicaps? Are they appropriate? Why are they applied?
4. What are the major aspects of different physical factors involved in driving? What criteria are used in determining (a) whether further investigations is needed and/or (b) whether driving privileges should be restricted or denied?
5. What forms are used to note apparent physical handicaps?
6. How do you discuss these handicaps with the applicant? When?
7. When is the handicapped applicant referred to and on whose judgement?
8. How do you relate a negative decision to the applicant?
9. How do you tell him that he must seek professional help before he continues the examination?
10. Consider, list and discuss some typical cases where need for referral was evident after a road test – e.g. one-armed individual who had trouble steering automobile.
11. What procedures are followed in referring the applicant to a specialist?
12. If the handicap is correctable, how does he get back into the “process”?
13. Explain and discuss the importance of unobtrusively watching for symptoms of physical handicaps that may show up when writing tests, getting into vehicle, walking, during road test.
14. What is a restriction? Discuss/list physical impairments and their corresponding licence restriction.
15. Are the licensed physically impaired generally good drivers?
16. Emphasize the time/opportunity to screen for physical impairment is limited and that the screening should be unobtrusive and hands-off.

17. General discussion, questions, comments, clarification.
18. Summary of lesson.

DAY III

AFTERNOON SESSION 1:00 P.M. – 4:00 P.M.

THE DISABLED

THE DISABLED

Lesson to include, but not necessarily be limited to, the following:

1. Use of film Testing the Disabled.
2. Definitions of commonly used terms which relate to handicapped conditions (ex. Paraplegia, quadriplegia).
3. Driving programs available for disabled persons.
4. Film presentation:
 - 1 leg missing;
 - 2 legs missing;
 - 1 hand missing;
 - 2 hands missing.
5. Types of illness that affect driver's:
 - judgement;
 - perception;
 - environment.
6. Illness/conditions:
 - Birth defects;
 - Central nervous system;
 - Stroke:
 - hemiparesis;
 - right hemiplegia;
 - left hemiplegia.
 - Progressive diseases:
 - listed;
 - starting points.

DAY IV

MORNING SESSION 9:00 A.M. – 12:00 NOON

PANEL III

**VEHICLE MANEUVERING SKILL TEST
DESIGNING/MODIFYING ROAD TEST ROUTES
DESIGNING VEHICLE MANEUVERING SKILL TEST AREAS**

VEHICLE MANEUVERING SKILL TEST

Lesson to include, but not necessarily be limited to, the following:

1. What kind of skills can be asked of the applicant with a reasonable expectation that he can perform them? e.g.: starting, stopping, turning, backing, grade driving, darting, shifting.
2. Is there a difference in skill performance when the skill is related to automobiles, trucks, truck-trailer combinations, buses, motorcycles, special vehicles? State these differences and discuss them..
3. What points should be considered in establishing the setting of the test? Example: third party in vehicle, clear, concise instructions, turning down loud radio, amount of conversation, etc.
4. How are standards for vehicle maneuvering skill tests arrived at?
5. What should an examiner be looking for when he is assessing the applicant's skill?
6. When should the scoring of each skill test be made in the process?
7. How do you evaluate a specific total test result with agency standards?
8. How are results recorded – on the test and on records/documents?
9. How do you tell an applicant of his specific or total lack of success?
10. Are there remedial measures that you can suggest to a less than perfect applicant? A failing applicant? Should you do so?
11. Discuss the appropriate method of giving corrective instruction to the applicant.
12. General discussion, questions, comments, clarification.
13. Summary of lesson.

DESIGNING/MODIFYING ROAD TEST ROUTES

Lesson to include, but not necessarily be limited to, the following:

1. What steps should an examiner take in laying out a new route? Discuss:
 - Consulting test guide for necessary elements;
 - Survey local area;
 - Check existing routes that are satisfactory;
 - Lay out route on graph paper;
 - Try-out;
 - Adjust as required, make final report, record.

2. What steps should an examiner take in modifying a new route? Discuss:
 - Spotting deficiencies of existing route(s);
 - Survey alternatives;
 - “Graph-out” alternatives;
 - Try-out;
 - Make final draft, record.

3. General discussion, questions, comments, clarification.

4. Summary of lesson.

DESIGNING VEHICLE MANEUVERING SKILL TEST AREAS

Lesson to include, but not necessarily be limited to, the following:

1. What elements should be included in the skill test area? List and discuss.
2. What steps should the examiner take in laying out a new vehicle maneuvering skill test area? Discuss:
 - Survey the available off-street area;
 - Lay out the new area on graph paper;
 - Lay out the new test with markers or pylons;
 - Revise as required, prepare final draft.
3. Discuss each of the following as it pertains to a skill test area:
 - equipment needed;
 - set-up time;
 - modification caused by space problems, unforeseen problems;
 - local citizens complaining of noise, fumes.
4. What are the basic elements of a skill test? Discuss:

| | | |
|----------|---------------|-------------------|
| starting | backing | shifting |
| stopping | grade driving | safety procedures |
| turning | parking | |
5. General discussion, questions, comments, clarification.
6. Summary of lesson,

DAY IV

AFTERNOON SESSION 1:00 P.M. – 4:00 P.M.

**FRAUD, FORGERY, PERSONATION,
FALSE DOCUMENTS**

FRAUD, FORGERY, PERSONATION, FALSE DOCUMENTS

It is strongly recommended that the above-noted topics be dealt with under the leadership of an experienced police officer of a senior police force.

DAY V

MORNING SESSION 9:00 A.M. – 12:00 NOON

STRESS AND ITS IMPLICATIONS

STRESS AND ITS IMPLICATIONS

Lesson to include, but not necessarily be limited to, the following:

1. Stress – definition.
2. Stressors – job, illness, social life, family, self, diet.
3. Sympathetic stress:
 - Trembling;
 - Cold feet/hands;
 - Racing heart;
 - Knot in stomach.
4. Para-sympathetic stress:
 - Warm-hearted;
 - Flushed;
 - “Wallow” with pride;
 - “Heart goes out”.
5. Stress – ways to handle stress situations.
6.

| <u>Stress Disorder</u> | <u>Distress Negative</u> |
|------------------------|--------------------------|
| headaches | constipation |
| sore muscles | diarrhea |
| excessive sweating | colitis |
| excessive digestion | ulcers |
| fatigue | hypertension |
| insomnia | coronary attack |
| tight chest | dysfunction |
| respiratory difficulty | |
7. Value of knowing own blood pressure and triglucoside.
8. Type A individuals;
 - Excessively competitive;
 - Time urgency;
 - Hostility;
 - Impatient;
 - Score-keeping;
 - Leisure guilt;
 - Role conflicts.
9. How to relax and overcome stress.

DAY V

AFTERNOON SESSION 1:00 P.M. – 4:00 P.M.

PANEL IV

**RESTRICTIONS/ENDORSEMENTS
DOCUMENT PROCESSING, CONCLUDING SERVICES
LICENSING AND MISCELLANEOUS SERVICES**

RESTRICTIONS AND ENDORSEMENTS

Lesson to include, but not necessarily be limited to, the following:

1. Define a restriction.
2. Is this an appropriate definition of a restriction? – A requirement or condition stated on a licence and imposed on a driver which must be met by the holder to make the operation of a vehicle legal.
3. What general rules, regulations, guidelines govern restrictions?
4. Discuss each of the five following basic classes of restrictions:
 - prosthetic restrictions;
 - vision restrictions;
 - vehicle restrictions;
 - geographic restrictions;
 - time/use restrictions.
5. Emphasize the purpose of restrictions is to help the driver by:
 - promoting driving safety;
 - alerting the driver to his limitations.
6. How are restrictions imposed? At what point in the examination process is the restriction determined?
7. How specific is the restriction requirement on the licence?
8. How is a restriction modified or removed from a licence?
9. Define an endorsement.
10. How is an endorsement used?
11. What types of endorsements are available?
 - Motorcycle;
 - School bus;
 - Others.
12. Why is a basic licence needed before an endorsement can be added?
13. What policies/procedures regulate the acquisition of an endorsement?

14. What procedures are necessary to add each type of endorsement?
 - Forms;
 - Tests;
 - Fees;
 - Others.
15. General discussion, questions, comments, clarification.
16. Summary of lesson.

DOCUMENT PROCESSING, CONCLUDING SERVICES

Lesson to include, but not necessarily be limited to, the following:

1. Discuss the various types of equipment used for validating, such as:
 - validating machines;
 - embossing machines or stamps
 - cash registers;
 - others.
2. Discuss the requirements that must be met before an application may be authenticated. Include the following:
 - all tests passed;
 - all information supplied as requested;
 - all documents approved;
 - signatures checked.
3. What is an outstanding licence? Define. Cite examples such as:
 - out-of-province licences;
 - expired licences/permits;
 - foreign licences;
 - international driving permits.
4. Are outstanding licences collected and disposed of in our jurisdictions? How? Discuss methods.
5. What documents have to be completed for the issuance of a licence?
6. How is the licence itself issued to the driver?
7. “Concluding services bring opportunities to positively reinforce the image of the agency – or to hurt it if care is not taken.” Discuss this quotation using the following as points of discussion:
 - tactfulness;
 - non-condescending attitude;
 - sincere effort to provide service;
 - obnoxious/distraught applicant;
 - possible closing remarks/comments;
 - “Incompletes” and examiner final comments;
 - offering safety services, brochures, pamphlets, etc.;
 - other uses of the licence: identification, bail, etc.;
 - clear, to-the-point statements to warn driver of his responsibility.

8. General discussion, questions, comments, clarification.
9. Summary of lesson.

LICENSING AND MISCELLANEOUS SERVICES

Lesson to include, but not necessarily be limited to, the following:

1. List the licences (other than the original licence) which the agency issues such as:
 - instruction permits;
 - corrected licence;
 - duplicate licence;
 - restricted licence;
 - occupational licence;
 - probationary licence;
 - others.
2. What is the purpose of each type of licence?
3. What regulations and policies are peculiar to each type of licence?
4. What is the “process” used in issuing each type of licence?
5. Discuss, where appropriate, each of the following as it pertains to each type of licence:
 - applicant identification;
 - the application, its form and content;
 - applicant qualifications, special prerequisites;
 - fee requirements/fiscal procedures;
 - issuance requirements.
6. List the miscellaneous services of the agency such as:
 - renewal procedures;
 - re-examinations;
 - cancellation and reinstatement procedures;
 - suspension and reinstatement procedures;
 - revocation and reinstatement procedures;
 - lost, strayed, stolen licences;
 - inter-jurisdictional agreements for driver licensing services;
 - special driver control problems (heart, epilepsy, etc.).
7. Discuss the procedures used that are appropriate to each of the above.
8. What is the “process” used in each of the above services?
9. What regulations/policies/procedures are peculiar to each of the above?

10. Discuss, where appropriate, each of the following as it pertains to the individual services listed above:
 - applicant identification;
 - the application – its form and content;
 - applicant qualifications, special prerequisites;
 - fee requirements/fiscal procedures;
 - issuance requirements.

11. Discuss briefly each of the following as it affects the agency/the driver:
 - change of residence or name;
 - remedial licensing errors;
 - correspondence problems;
 - international driver permits.

12. General discussion, questions, comments, clarification.

13. Summary of lesson.

DAY VI

MORNING SESSION 9:00 A.M. - 12:00 NOON

PANEL V

**ROAD TEST – THE PRELIMINARY PHASE
ROAD TEST – THE CONCLUDING PHASE**

ROAD TEST – THE PRELIMINARY PHASE

Lesson to include, but not necessarily be limited to, the following:

1. Discuss, in detail, the administration of road tests using the following main points:
 - Why is the test the single most valid criteria for assessment of an applicant’s knowledge and qualification to ensure the safe operation of a motor vehicle?
 - Substantially higher overall test failure rate among applicants who fail, or barely pass, their first knowledge examination;
 - The failure rate of applicants who have an oral examination is significantly higher than those who take a written exam;
 - Generally, the only contact an applicant has with a driver examiner is when they become involved in the examination process;
 - The impressions that an applicant carries away from the examination process are important and lasting;
 - Physical qualification and appropriate knowledge on the part of an applicant are not sufficient in themselves to allow the safe operation of a vehicle;
 - The properly-conducted test provides incentives for the applicant to improve skills and knowledge;
 - The test helps mould safe driving attitudes, particularly in the young.
2. Discuss, in detail, the method used for scoring tests, using the following main points:
 - Variations between driver examiners’ marking of test;
 - The scoring sheet covers virtually all the driving errors that a driver could probably commit;
 - The need for the driver examiner to memorize the sheet and be completely familiar with it;
 - Record keeping during the test – on check sheet and in mind.
3. Discuss, in detail, “degree of error” using the following main points:
 - Driving test answers – right, wrong, partly right/partly wrong. Why? Cite examples of partly right/wrong driving actions that you can observe in testing;

- Scoring as many errors as possible committed by applicant. Why?
 - Scoring errors as they occur – not in order of scoring form. Repeat tallying of errors;
 - No adding or erasing at the completion of test. Why?
 - Explanatory notes. When to make them. When not to make them;
 - Recognizing general principles in giving and scoring tests; evaluation purpose; available time to test; test purpose not a predictor of the future; the excessively nervous applicant; familiarity with standards; handling failures.
4. Discuss, in detail, test procedures using the following main points:
- use official route;
 - be thoroughly familiar with the route;
 - first consideration is safety of operation.
5. Discuss how to conduct a vehicle check and what actions to take in certain specific cases. Refer to:
- brake lights not working;
 - brake lights not visible;
 - signal lights not working;
 - no speedometer/faulty speedometer;
 - brakes defective;
 - faulty steering;
 - windows frosted/cracked;
 - windshield wipers broken/missing;
 - right front inside handle missing;
 - no adequate seat for examiner;
 - dual-controlled cars;
 - right-hand-drive vehicles;
 - vehicles with dealer plates;
 - U drives;
 - taxis;
 - in-car check of brake play, light, horn, steering, hand brakes, speedometer, muffler.
6. Discuss marking procedures for road tests using the following main points:
- licence valid and signed;
 - written test completed and passed;
 - vision test completed and restrictions noted;
 - applicant complies with restrictions when in vehicle.

7. Discuss the points that should be made when the examiner meets the applicant:
 - introduce yourself by name;
 - use friendly words that relax applicant;
 - be clear, concise, specific in your explanation of the road test;
 - “Any questions before we start?”.

8. Discuss each of the following major points concerning the conduct of road tests:
 - give instructions well in advance;
 - indicate where to do a maneuver first;
 - give clear, simple instructions;
 - never teach while scoring;
 - don’t tell/show applicant how to drive;
 - don’t urge driver to do anything that he does not wish to;
 - no “trick statements”.

9. Discuss the four basic situations for disqualifying an applicant:
 - Clear violation of any traffic law;
 - Dangerous actions;
 - Accident;
 - Lack of cooperation/refusal to perform.

10. Are there situations whereby a test may be terminated for reasons other than disqualification? Discuss:
 - Vehicle out of gas, flat tire, etc.;
 - Applicant becomes sick during test;
 - Weather conditions become unfavorable.

11. What special instructions are commonly given to driver examiners? Discuss:
 - Say little during test;
 - Watch everything the driver does but score only what you see;
 - Mark as you go along;
 - Be thorough in the overall testing;
 - Give a complete test.

12. Discussion, questions, comments, clarification.

13. Summary of lesson.

ROAD TEST – THE CONCLUDING PHASE

Lesson to include, but no necessarily be limited to, the following:

1. Telling the applicant the test result:
 - How you reveal failure is important. “You are not qualified” may be better than “you failed”.
 - The difference between a good examiner and a bad one may be choice of words.
 - Irrelevant, impertinent questions are not the concern of the examiner, e.g.: How many lessons did you take? Who taught you to drive?
2. Summarizing the test results is important:
 - presentation varied to suit the applicant;
 - a properly-marked score sheet is a record of fact;
 - explain errors as they occurred during road test;
 - don’t jump from one error to another or backtrack (confusing);
 - be sure a driver understands each error;
 - realize this is an excellent chance to teach and to serve a positive public relations function.
3. Giving every applicant suggestions for improving his driving skill is positive, beneficial action:
 - All drivers have weak points both in knowledge and skill.
4. Confining statements under “Reasons for Failure” to fact:
 - opinions/rash statements usually condemn the writer;
 - constructive criticism not aided by comments/opinions, such as “attitude”, “nervous”, “reckless”, “needs more experience”.
5. Completing the road test:
 - Give a copy of the road test to the applicant (pass or fail);
 - Applicants who fail (in particular) do not remember their errors and can refer to the road test results later;
 - Often explain errors by using diagrams.
6. Offering assistance:
 - Usually genuinely appreciated;
 - Adds to your positive performance as an examiner;
 - Such assistance could be, for example, where and how to complete the next step, how to arrange another appointment.

7. Riding out the storm:
 - Failure is a blow to pride;
 - Wounded pride often causes anger;
 - Anger often causes counter-criticism;
 - Ignore criticism, hold on to control, terminate interview as soon as necessary work is done.

8. Subsequent examinations. Discuss the implications of:
 - first failure;
 - second failure;
 - third failure;
 - fourth failure.

9. General discussion, questions, comments, clarification.

10. Summary of lesson.

DAY VI

AFTERNOON SESSION 1:00 P.M. - 4:00 P.M.

VISION SCREENING

VISION SCREENING

Lesson could include the following and be augmented, substantially, by the material in the section on vision testing standards, Driver Examiners' Manual.

1. Necessity to realize that examiners only screen, and in doubt refer the applicant to an eye specialist.
2. Discuss the eye and the factors affecting vision – age, drugs, vehicle, speed, glare.
3. Discuss specific eye conditions affecting vision – one eye, cataracts, strabismus, unbalanced vision, etc.
4. Discuss specific compensating devices – contacts, eye glasses, etc.
5. The purpose of vision screening is to test: acuity, peripheral vision, depth of vision, colour blindness, others.
6. Discuss the various visual factors, and their important aspects, to consider during the visual screening.
7. Demonstrate the operation of visual screening equipment.
8. What can the equipment test? Not test?
9. Demonstrate the equipment on a subject.
10. Question trainees about the main points of the demonstration.
11. Care and maintenance of equipment.
12. Discuss/demonstrate the scoring of vision testing.
13. Compare scores with standards.
14. Where are vision screening scores recorded?
15. How should an applicant be tested if he is wearing spectacles, contact lenses?
16. How do you relate to the applicant that he must seek professional help before the examination process continues?
17. When is an applicant re-scored in a certain vision test category?
18. What are the common causes of testing errors?

19. What steps does a “failed eye-vision” applicant take next? Specialist, statement of correction, re-start position information.
 20. List the various restrictions that may be put upon an applicant for visual deficiencies, such as corrective lenses, special mirrors on vehicle, daytime-only driving.
 21. Discuss the step-by-step procedure for administering the vision screening.
 22. Demonstrate the method of testing those who wear contact lenses.
 23. General discussion, questions, comments, clarification.
 24. Summary of lesson.
 25. Practice session devised and led by instructor.
- N.B. It should be noted the lecturer may deviate considerably from the points listed above in order to cater to the questions asked by the participants.

DAY VII

MORNING SESSION 9:00 A.M. - 12:00 NOON
AFTERNOON SESSION 1:00 P.M. - 4:00 P.M.

PUBLIC RELATIONS

PUBLIC RELATIONS

Lesson to include, but not necessarily be limited to, the following:

1. What do you conceive to be public relations?
2. Film presentation – Awkward Customers:
 - Mr. Tiger – Don’t argue;
 - Mrs. Rabbit – Stay with the point;
 - Mr. Warthog – Ignore rudeness.
3. Handout - such as some hotels’ “Customer Awareness” pamphlet.
4. Group exercise:
 - What are the driver examiners’ problems?
 - What are the solutions?

Problem

Solution

out-of-province customer
nervous person
senior citizen
professional failure
habitual offender
misinformed public
staff (all levels)
handicapped

5. Discuss sensible solutions for problems listed above.
6. Participants divided into groups of 3/4:
 - distribution of 4 short case studies;
 - time allotment to “solve” each one – 15 minutes;
 - sharing of solutions.
7. Reconsideration of Point 1 in light of day’s session.
8. General discussion, questions, comments, clarification.
9. Summary of lesson.

N.B. Contact for group leaders – local public relations society

DAY VIII

MORNING SESSION 9:00 A.M. - 12:00 NOON

**INTERVIEWS AND THEIR OBJECTIVES
FOR COUNSELORS AND EXAMINERS**

**INTERVIEWS AND THEIR OBJECTIVES
FOR COUNSELORS AND EXAMINERS**

Lesson to include, but not necessarily be limited to, the following:

1. How does the examining profession help those departments dealing with corrective members when drivers are involved in a number of accidents and/or convictions?
2. What are the two basic parts of a driver improvement program?
3. Under field conditions, who usually completes the interview portion of the process?
4. What is a good working definition of an interview?
5. Discuss the three basic functions of such an interview:
 - used to secure information;
 - used to give information;
 - used to influence behavior.
6. Brief general discussion of above points using examples drawn from class experience.
7. Discuss personal interviews using the following points as a guide:
 - collection and analysis of information;
 - identification/interpretation of cause factors;
 - supply of appropriate techniques to aid problem driver to solve his driving problem;
 - personal history as a key to driver's problems;
 - mileage and purpose of vehicle driven as aid to appraisal;
 - personality and attitude as related to lack of driving conformity;
 - personal problems as contributor to the problem;
 - overly aggressive/passive behavior.
8. Discuss the requirements/skills of a good interviewer:
 - skillful, positive attitude, diplomatic, tactful;
 - thorough knowledge of the Motor Vehicle Act and departmental policies;
 - good listener who knows how to encourage driver;
 - able to recognize basic human behavior patterns;
 - ability to analyze/aid overcome problems.
9. What are the key points in the interviewer's preparation for and conduct of an interview?
Discuss:
 - pre-interview familiarization with driver's record;

- ability to check quickly and effortlessly the driver's basic record;
 - ability to act naturally, easily, politely, in an interested fashion;
 - ability to establish a pleasant working relationship and atmosphere;
 - avoidance of too many pointed, direct questions;
 - privacy and lack of interruption.
10. What are the key routine steps in an interview?
- The driver should understand why he is there;
 - His record should be checked for accuracy;
 - Profitable discussion of how "problems" could have been avoided;
 - Getting the driver to acknowledge his own deficiencies and how to overcome them.
11. Interviewers usually use either a direct-approach technique or a non-direct-approach technique. How does each work? What are the strengths/weaknesses of each?
12. "At the end of the interview an understanding must be established.":
- What is this understanding?
 - Briefly, what was done to achieve it?
 - What judgements are made by the interviewer? - the driver?
 - Are there any other final steps to take?
13. General discussion, questions, comments, clarification.
14. Summary of lesson.

DAY VIII

AFTERNOON SESSION 1:00 P.M. - 4:00 P.M.

**FIELD TRIP TO LOCAL FACILITIES
OF INTEREST TO PARTICIPANTS**

DAY IX

MORNING SESSION 9:00 A.M. - 12:00 NOON

**DRUGS – IMPLICATIONS FOR THE D.E. WITH
RESPECT TO APPLICANTS AND THE DRIVER
EXAMINATION PROCESS**

FINAL OVERALL COURSE EVALUATION

**DRUGS – IMPLICATIONS FOR THE D.E. WITH RESPECT TO
APPLICANTS AND THE DRIVER EXAMINATION PROCESS**

Lesson to include, but no necessarily be limited to, the following:

1. Films:
 - Psychoactive;
 - PCP (angel dust).
2. Discussion of films and terms:
 - Psychoactive;
 - Marijuana;
 - Addiction – substance and abuse report;
 - Your drug I.Q.
 - Cannabis.
3. Marijuana – How to spot user at test centre:
 - honk horn;
 - blurry vision test;
 - slow/no response to questions;
 - very fast responses.
4. General Discussion.
5. Summary.