Canadian Association of Police Educators

CONFERENCE 2015

Justice Institute of British Columbia

NOTES by Catherine Wareham

Day 1: Wed. May 20

Networking with sponsors and colleagues over coffee.

Welcome from Chief Rhonda Larrabee of Qayqapt First Nations to seventy participants.

Conference overview by Steve Schnitzer, Director of JIBC Police Academy.

Welcome from Dr. Michel Tarko, JIBC President.

Comments from CAPE President Wayne Jacobsen, highlighting the need for police to change and adapt training to keep pace with demands.

Sponsor introductions:

- Norman Prosch, JIBC Pacific Traffic Education Centre: collaborations with services to deliver training services at JIBC outdoor facility.
- Bob Walker, JIBC. PRAXIS Web-Based Computer Simulation Training, explained examples of scenarios used to prepare officers for Sydney Olympics. Will deliver a "lunch and learn" demonstration of PRAXIS.
- Jim Ramos, Ti Training: Simulation Training Systems, classroom response system, and custom training content.
- Lindsay Sutherland, EMOND Publications: includes new publishing initiatives with video scenario resources.
- Johann Sangster, Laureate Education: online learning platforms, scholar-practitioner models
- Scott Giovanetti, Mobile Police Training Structures (MP Structures): interchangeable components to create simulation rooms
- Jamie Saunders, Ontario Police Training Videos Alliance (OPTVA): create collaborative custom police training videos specific to current legislation and jurisdictions.

Keynote Speaker: Dr. Rick Parent, Simon Fraser University, JIBC

Context and trends

- Use courts as our guide rather than public for accountability, standards
- Attorney asking "Was it consistent with training?"
- Special interest groups and concerns with police

Why Canada?

- Smaller country, fewer police services, should we not be on the same page?
- Unlike the US, fewer divides in jurisdictions, political divides, "gentler, kinder nation"
- What stops us from standardizing and collaborating on training?

Use of Force: Lessons learned and still to be learned

- Police Ethics and need for Professional Conduct

Partnerships

- With colleges and universities
- Access credible research that is unbiased, academic rigor, current and free!

Use of Force

- No government, national police research centre
- Public wonders if we are just like the American police
- Are we Guardians versus Warrior—where is the evidence?

Police Ethics and Accountability

- Professionalism—
- Meeting the public's needs and expectations?

Lessons learned and those yet to be leaned

- Think it through before adopting US policies, weapons
- Officers now being charged with Murder; not Manslaughter

Differences between Canada and USA

- Significant differences between population size, rate of homicides, number of guns, 461 *Justifiable* killings versus 14
- We lose more officers from accidental deaths than by shootings
- No agency in Canada collecting stats on these things in Canada!

Police Ethics & Professionalism

- Different terms of reference such as *Reasonableness*
- Tend to use court rulings as justification for police actions and police training
- Why not aim higher? Can we do better?

Police Oversight in BC

- Out of 2500 municipal police, 100 substantiated complaints (only a handful are serious)
- OPCC, Crown, Coroners, Municipal and RCMP, Professional Standards, Media…

Public Education: Why police do what they do?

- Disconnect between what we do, why and what public perception is
- Anti-law enforcement groups
- Special interest groups
- Biased and inaccurate information
- Void exists that is filled with sensationalism
- Curriculum needs to be standard and based on professional standards, relevant to Canadian current climate, based on actual research—using critical and holistic thinking

Including the Community within police training

- Validated research is published and goes through peer review, defensible thesis, publication
- Becomes a university textbook
- Find the body of research through academic institutions to quantify research data, address criticism, be prepared to identify critical …. in methods of research and in training and policies that are quantified and tested
- Public and non-police stakeholders need to be included within police training

Collaboration: The Unique Canadian Spectrum

- Work with other police training centres
- Work together on initiatives, research, trust and share on same issues
- Take advantage of free research through universities for independent, credible and based upon research and science
- i.e. Mental Illness: focus on common threads, ccc and common Fed and Provincial laws
- Canadian public and special interest groups

Panel Discussion on "Mental Readiness in Police Training"

Developed program within Calgary police-- presenters: Scott Boyd and Jennifer Lessard

R2MR Mental Health Continuum Model (MHCM)

1. The Big Four

2. Leader Actions…

1. Mental Health Continuum: simple tool to understand and remove stigma/terminology issues
    - Includes mental and physical issues
    - Helps officer focus on their status—level of severity that may prompt seeking intervention
    - Seek to promote early intervention and support "Early Warning Symptoms"
    - Shared responsibility for each other's well-being; interactive tool

2. The Big Four—both civilian and members understand many stressors in personal life, as well as professional stressors, and to assist with a plan/initiative
    - Goal setting
    - Visualization
    - Self-talk
    - Tactical breathing

3. What can leaders do?
    - SHIELD (at healthy stage, chain of command, SENSE—reacting, chain of command-- injured, SUPPORT—illness, chain of command (Triple S)
    - Important for leaders to share what is working in their support role, etc.

All leadership staff received training on how to support, identify, deal with employees/members who may need that support.

Results: Significant reduction in stigmatizing MH issues and those who seek assistance.

Third panelist: Jeff Sim of Vancouver City Police

Tiered Policing: Implications and considerations for training and operational deployment

1. Restricted police powers to on-duty hours, performing a variety of duties to support regular members in low-risk, low-priority and have a low investigative complexity type of task/file
2. Highly-visible, uniformed, proactive presence in City of Vancouver
3. Supporting citizens, businesses, visitor in the City

Preparing new personnel: Stages of academic learning, a term of practical learning, followed by another academic term of learning

Process to set mandate in consultation with Attorney General? Led to selective training according to program mandate in consultation with patrol officers, VPD Association, analyzing types of police calls to target.

Community Safety Unit: deploys 45 CSP; 20 full –time CSP and 25 Auxiliary CSP (daily proactive uniform presences at special events…

Most frequent call types: transporting and tagging property; video and witness canvass; outer perimeter crime scene containment; traffic and pedestrian control; assisting with large events; and translations (9 languages)

Originally three –Aux CCP, CSP and Jail Guard training is now more merged. They are sworn in for both, given badge numbers for both, and can move back and forth.

In July 2014 CSP were trained to perform hospital guard duty of non-violent MHA apprehensions

31% of those trained have been since hired as police officers—not all by VPD. 5 went to other agencies.

Economic of Policing (and Community Safety) in Canada

Steve Schnitzer: retired Supt. of VPD, Director of JIBC

Critical point happened when there was a correlation drawn between costs and crime rate.

Overview of summits on subject of Economics and Policing. Suggested more stakeholders, such as MH experts.   Prison and Parole should also be included in these discussions.

Barriers: policing is controlled at three levels, different police acts, can't streamline training and standards as we don't have the standardized jurisdictions.

Goals: how to streamline or find efficiencies?

Agreement on how to gather relevant data to support what is really happening in the justice system—crime stats alone do not do this.

Agreement is on increased collaboration and sharing so that duplication is minimized i.e. CPKN Training Database on which institution is offering which course/elements of training.

PSC (now defunct Police Sector Council): Police trainers were ahead of the summits. The PSC initiatives fostered collaboration, sharing of info and competency- based standards now used in promotional processes.

The foundational work of the PSC is still being developed today (75 delegates to CAPE).

Questions to Panelists:

1) Q: Is the new 2nd tier officer just like the Cadet Program of the past? Will this become the new way to enter the police service (requirement)?
   A: It is a pilot 3-yr program (funded) and there are many hired who bring other training and attributes that VPD would like to hire, immediately, without the CSP training.

2) Q: "Do you see similar programs being used in other places in Canada and is this driven by economics—what do they earn?"

A: "Took items from Winnipeg and applied to our ideas of what services they could provide. It is around the $23/hr mark."

3) Q: "Decrease in stigma on MH…how did you quantify these stats?
    A: Pre-discussion questionnaire, followed by a 3-4 hr. discussion about their issues, then another questionnaire on the process provided to assist them.

4) Q: "Economics…Future of policing council in Ontario. When can we expect deliverables on recommendations of these committees?"
    A: Barriers, according to Steve Schnitzer, include the lack of oversight in BC (unlike ON) to have that discussion prior to implementing training and providing oversight. Where is the standard or consistency among services that implement this two-tiered policing?

5) Q: Wayne Jacobsen asked if they have full police authority or are armed.
    A: "Yes, full police authority but unarmed."

6) Q:" Is debriefing entrenched in policy to support members with M H issues?"
    A: Scott and Jennifer—Scott : "Yes, it is part of the process."

7) Q: Uniforms? Supervision?
    A: "Similar to older uniforms used by VPD. Two Sgts supervise and will identify risk assessment and supervise them through the day."

8) Recruiting: Focus? Fitness?
    A: "Trying to increase representation from under-represented groups, by recruiting into program of CSP and a modified POPAT is used. Full POPAT and other standards applied to those entering as full member applicants."

*Lunch and Learn Session of PRAXIS simulation demonstration, facilitated by Bob Walker.

Making the best out of bleak: Odd Squad Productions (videos) and Police Judo Association

 (Toby Hinton, Al Arsenault)

1. Video of Al Arsenault: rant of VCP (1999) police officer
2. Overview of issues in Vancouver's lower east side.
3. ODD Squad 1997 group of beat officers brought together to address high number of deaths in area. Followed six subjects with film footage for education. NFB made a film *Through A Blue Lens*. Their drug education film, also referred to as, *Odd Squad,* is still in use.
4. Needed a space and funding to start a project to get help on the street. Partnerships, business guidance, corporate support, and non-profit status used to get going. They now make documentary films to educate community. Mobilized volunteers, built a productions studio, …

    Gang Issues: Film to address these featuring story of Gurmeet Dhak, drug importer interview.

The Beat Reality Series: Purpose to educate public on police role. Partnerships, broadcast in Australia…

PEER-to-peer mentoring, youth giving presentations, athletes…sports athletes to promote good choices, in schools

Annual retirement video: Free from the VPD—members thank retirees on film

 Police Judo: employing low-risk high impact techniques (ie. Low sweeps), arm locks, etc. and formation of a police Judo club to teach techniques that are effective with less force. Club based on principle of **respect. Reduce liability and injury**. **Optically positive**. **Builds officer confidence and competence, no cost to organization, great officer physical conditioning, no gadgets/weapons.**

Yo Bro Club open to others—encouraged volunteerism through the 3 branches of club: juniors, clubs, and Tactical training clinics. Team travel and demonstrations.

Examples: Abbot St. Mall demo.

www.policejudo.ca

"Make the best of your worst"—get creative with your challenges. There is power in prevention. "Find your passion and follow it".

"Don't worry about people stealing your ideas. If they weren't any good you would have to ram them down people's throats." pp Howard Aiken

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Day 2: Thursday, May 21, 2015

Recap of Day 1 by Steve Schnitzer, Director of the Justice Institute of BC Police Academy.

Michael Knight and Mike Souliere from Ontario Association of Police Educators (OAPE), provided an overview of what OAPE does. Annual conference at Ontario Police College in Aylmer, ON was created to enhance networking, planning, professional development; to encourage sharing of best practices, etc. Information provided on this year's conference with a focus on Terrorism and Radicalization.

JIBC Continuum of Training Session

1. **Law Enforcement Diploma Program/Bachelor of Law Enforcement Studies-- Steve McCartney**
    - Focus on Experiential Learning that is supported by research and is student-centred

- Variety of delivery methods; variety of instructors
- Admission requires Grade 12 and Grade 12 English with a "C" or higher

2. **The Journey to becoming a Municipal Constable in BC—Adam Hohmann**
   - Graduate outlined his path to career through various routes

3. **Recruit Training—Don Walden**
   - Recruit Training Model—3 starts of 36 recruits
   - Ride along first week with their service; Block I 13-week training at JIBC Police Academy; Block II 18-21 weeks at home police service; Block III……
   - Competencies development, began with Police Sector Council
   - Curriculum workshops, created government-accredited courses such as *Use of Force instructor*
   - Enhanced Training with a rank instructor system and all retired instructors are Special Constables
   - POPAT and a Health and Fitness Assessment and Program (Scoring system is age/gender specific)
   - Emotional Intelligence (IQ) transformative feedback (student-centred)

4. **Advanced Programs—Kelly Joiner**
   - Four core courses FREE for BC municipal police officers: Search and Seizure; General Investigation,… and free four traffic courses
   - Also available on Vancouver Island location
   - Many other courses available/specialization
   - Partnerships with local police services, updating courses and technology
   - Potential streams to recruit new instructors

5. **Just In Time and Continuing Educations, Legal Studies APP—Greg Neufeld**
   - Crown wanted a checklist of training completed by officer for court, also found students
   - JIBC Police Guide created: a quick reference (in point-form) Word Press Blog of offences with elements of offences; links to websites for legal research such as case law
   - Graduate Adam Hohmann recalled the dedication of instructors to ensure student success. He referred to the development of mental preparation being crucial to success on the road.

Break-out topic sessions in Theatre and Room C 120

Theatre: **Assessment**

 With presentations byTamara Renkas; Krystine Richards; and Paul St. Onge, Dana Lennox, and Catherine Wareham (See attached notes from presentations).

C120: **Provincial Standards**, Use of Force Instructor Course, BC Firearms Training Working Group

Afternoon sessions:

Overview of the break-out sessions by Steve Hyde and Steve McCartney

BC Police Academy Assessment Centre: Kelly Joiner

- Using phones to engage students in assessment.
- Application of similar *script* for consistency.
- Use of *lifeline*s to hint at how to get candidate back on track
- Assessors have networking benefits, share potential candidate information
- Higher rating may enable services to differentiate between similar candidates

CAPE AGM was held in theatre.

Session with Krystine Richards from CKPN

Database: Online *National Training Inventory* of police courses available and if online or in classroom.

Police trainers need to maintain currency of information they post. Krystine encourages members to access the database.

Stanhope 2015 conference in Charlottetown, PEI

Sept 21-22, 2015

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Friday, May 22, 2015

CACP HR Committee Update by Steve Schnitzer—Road to Mental Readiness initiative but no extra committee created at this time.

Panel Discussion on Teaching for Learning and Articulation:

best practices in collaboration with post-secondary institutions

Rick Parent: SFU, JIBC

New trends become new courses through a literature review of research and findings;

- peer reviewed journal articles; media reports, special interest groups; government books/sources; and recent books—are they written/compiled by expert Academics?
- Student Evaluation—3 or more evaluation criteria (exam, presentation journal, research paper, interviews, research)

- Course Evaluation/Feedback—was the course consistent with course outline and expectations
- Students are more sophisticated and want to see the research/date that supports learning

Mike Trump: Dean JIBC

- Partnerships between institutions, memos of understanding, need to make sense and be an ongoing relationship

Wayne Jacobsen: CAPE President; Chair, Human Services at Assiniboine College

- Example of collaboration with Brandon Police and Assiniboine College
- DAICOM? Process—Competency-Based Program Development of a new Police Training Diploma Program that had to first gain recognition from Province of Manitoba
- Phases in conjunction with police services, 32-weeks as a student, if recruited by Brandon Police then the student continues into Phase 3
- Some students are already hired by Brandon Police as they enter the program and therefore will continue through all the Phases
- Now commencing Degree Programs –most recent will be a four-year degree with a one-year certificate in Policing

  Questions

  Q: How do we attract more recruits in minority/females groups that continue to be low and increase their level of education?
  A: Programs to support students at entry level of post-secondary, focus support groups in college…
  A: Use of *Shining Star* examples to spread students' success story and endorse their success to others…
  A: Supports to help students break through barriers to be successful.
  A: Many who come to JIBC already have degrees when they come here for police training.
  A: We have to be clear on hiring expectations when they enter post-secondary education.
  A: Even though only about 10% of student graduates in post-secondary policing programs become police officers, they have many classmates who will be in CBSA, Security, Corrections, etc. that provides a base for networking opportunities during their career.

Training for Mental Health and Crisis Situations:

Presentation on BC Crisis Intervention and De-escalation Provincial Training

by Sgt. Mike Massine, MA, Victoria PD, Use of Force Instructor at JIBC; and Jane Naydiuk—Saanich Police, seconded to BC Ministry of Justice to manage provincial police training portfolio for Policing and Security Branch.

- BC CID working group for all training in province
- Braidwood Inquiry Recommendations
- Mandatory training for all front-line BC police officers and supervisors
- Tied to the BC Provincial Policing Standards (accountability)
- Built after consultation with police and non-police SMEs
- Development resources provided by RCMP at PRTC
- Begins at Police Academy: Core Operational Skills
- Current curriculum…training progression of theory and practice
- All scenarios have Crisis Intervention De-escalation (CID)
- Provincial training standard, all on same page from terminology through training
- In-Service for all frontline officers and supervisors—4hrs CPKN course, eight-hour day of theory, scenarios and a panel discussion
- Must recertify every three years through a CPKN course
- Every three yrs RCMP put officers through PRTC training
- NUFF + BC CID—National U of F Framework/Model now the BC CIB model has blended the two at Officer Presence and at Communication

Evidence-based Mental Health Police Training:

Prof. Dr. Peter Silverstone, PhD, U of Alberta Department of Psychiatry, Centre for Neuroscience
And Dr. Yasmeen Krameddine PhD, Department of Psychiatry, U of Alberta

Study on Police Training for Edmonton Police: approach to persons suffering from a mental illness
Training Program: focus on

1) Active listening,
2) Communication techniques and
3) Body language

Scenarios training day on how to respond to people with mental illness
Strong, positive feedback but how could they measure the outcomes?
Results showed no significant changes in attitudes but *high increase* in meaningful, measurable *behavioural changes*. Also an increase in ability to recognize the link to Mental Illness and an increase in speed and efficiency in encounters. *Resulting efficiency saved more than $80,000 and a demonstrated a marked reduction in Use of Force*.

Drug-induced example: Meth and speed video clip (*Something About Mary*)

How can we take the 3-stage model to make program accessible and to complement other initiatives?
International Advisory Board with Canada, US, Sweden, UK…
Team recommended the following:
- Police officers should not be experts in MH
- Officers need practical tools
- Evidence-based, using best info available

- Continual research on effectiveness
- Must be cost-effective
- Everyone involved in policing to receive training
- Extended to other groups (i.e. private security)
- Those with lived experiences (suffering from a Mental Illness) must be included.

The Three Stage Program

Unit 1: online interactive MH training
   4 separate modules, gamification (experience which integrates feedback and learning
    objectives)

Unit 2: experiential 4-hr, hands-on training
   Scenario-based role plays providing practice and feedback
   Professional actors portraying mental illness
Unit 3: Advanced MH Training (CIT equivalent)

First three modules similar, scenarios seen from Officer's point of view (body camera), multiple decision points available, and final module measures learning.

Demonstrate EMPATHY
Positive COMMUNICATION…. Points available from presenter…

Depending on your choices, you are directed to alternative paths of what comes next in the scenario. Body stances are taught that are non-threatening (neutral).

Resources Provided by Presenters:

Assessment

Presenter at CAPE 2015 Conference: Krystine Richards

Notes to share:

Assessments are everywhere, they seem to be a fact of life for many of us.

Assessments in elearning – in our experience have primarily been about showing knowledge transfer, but we do other things to measures attitudes and gaps

– surveys, feedback to access attitudes, focus groups to understand behavioral changes

Assessments in elearning– this is highly dependent on the SME and the organization. What does the org need out of the assessment? Once we determine that, then we build the assessment to fulfill that need.

With new technology (LMS), the assessments can begin to change and evolve – more options.

it's not just about changing/evolving we are becoming "more enabled". With the new LMS, we will have access to more specific and granular analytics, which will help us gauge a learner's engagement response and their pathways and interactions (eg: where did they stop, what did they skip over, what did they repeat, when did they drop off). This allows us to design and build course more intelligently and more responsively

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Thursday, May 21, 2015 Research notes used in preparing session

Reality-based training and assessment
Session facilitated by Catherine Wareham, Dana Lennox, and Paul St. Onge

Notes based on report by Professor Philip Hallinger in

A Problem-based Approach for Management Education: Preparing Managers for Action, (2012).

Discussion

What is reality-based training?

- Role play: mediation, de-escalation techniques, scenarios
- Simulations: live, digital, mixed, visual, auditory
- *Pre-briefing* to explain process, goals and evaluation. Provide scenario expectations.

Three core areas when evaluating

- Peer Evaluation and self-evaluation
- Rubrics—clearly defined learning outcomes; measureable
- Debriefing—includes the student's observations, questions on future learning goals.

Successful Debriefing Examines

- What happened during scenario or experiential exercise?
- What was learned?
- What should be done differently?

Effective debriefing

- Create trusting and confidential learning supportive environment. Avoid criticism.
- Encourage questions. Trainer asks probing questions to elicit student comments.
- Student identifies own strengths, trainer reinforces and adds to positive comments. Student is asked to identify areas of improvement. Trainer then reinforces these, adding to list, as needed.
- Reinforce principles correcting limited number of errors (positive negative ratio)
- Keep to short time – i.e. view key portion of video, allow student to explain their perception of scenario, outlining points both positive and negative
- Overall, the aim is to **assess the student's perception** of the scenario through reflection (FLETC, 2011 pp 4-2).

Successful Peer Evaluation

- What you saw (behaviour and body language)
- What you heard (verbal language), background indicators
- Watch ratio (re: positives and negatives)
- Specific observed behavior and impact

Successful Rubrics

Areas

- Competency Area
- Expected Skill/demonstration of competency
- Example (concrete)
- Score (all aspects met, no prompting or input required, no action, inappropriate action)

(Hallinger, 2012).

Resources: Background Information and Research from

Presentation on Reality-based Training and Assessment:

Challenges to Reality-based training scenarios:
- Which goals to meet in each scenario
- How to measure student success
- How to use the scenario learning to build student confidence and desire to increase skills
- Creation of scenarios that challenge students, in logical sequence (scaffold), increasing complexity and level of difficulty as student practices and progresses

The Federal Law Enforcement Training Center (FLETC, 2011) training report for Homeland Security focused on utilizing the STAR approach as a new assessment model for the FBI:

S= scenario
T=training
A=assessment
R=review

With a focus on the 8 STAR factors:

1. Situational Awareness
2. Threat Identification
3. Initial Response
4. Scene Control
5. Application of Force
6. Arrest Techniques
7. Communication
8. Articulation/After Action Review (AAR)

(2011)

In this study on stress and decision making the Federal Law Enforcement Training Center (FLETC) conducted a study of student performance under stress in 2000.
They looked at skill acquisition and retention, along with the application of critical thinking and situational awareness, while under stress, to determine a "survival score" in lethal encounters with a suspect. In other words, they wanted to know how they can better train students to survive deadly encounters on the job.

The study referred to various learning models to create a more effective training model.

How do students make effective decisions while under stress? Training is essential as some of the responses will be automatic, but most are the result of critical application of skills and knowledge.

Sequence of Scenario Development

Set Training Targets
Set targets for goals/outcomes: specify the student performance and quantify it—make it measurable. *As an overall goal, trainers want the students to make effective (and ethical) decisions under stress.*

Plan Scaffolding of Scenarios, beginning at Novice level
Once performance goals are set, plan scenarios that will allow students to practice skills in a logical sequence, increasing difficulty over time. To ensure students have time for skills development, **allow time for more practice**/attempts (i.e. simulator) that are appropriate to the novice level. It is crucial that they develop confidence so these early scenarios should be easily "winnable" by students. Feedback sessions should be **student-centered** and emphasize the positive aspects of performance. Allow student to provide self-criticisms and instructor/trainer limits their input at this stage as students are overwhelmed by information loading, emotion, and attempts to make decisions under stress. For example, the lack of information (on what to expect) provided to students entering a scenario is a major cause of stress.

Scaffolding at a low-level refers to the initial scenarios using only a single suspect, low-risk circumstances, contain less stimuli, and it is winnable--but still an opportunity for student to make mistakes. Student needs time to reflect on actions to better understand HOW they are making decisions and WHY. This stage is often under-utilized and the result is students "freezing-up" in scenarios. In Colonel Boyd's OODA loop (Schechtman, 1996), the four phases "Observe, Orient, Decide, Act" explain the relationship between the student's decision-making and their reaction. "The goal of training is to repeatedly expose learners to unique situations to help them develop experiential learning (from a moderate or far-transfer of knowledge) then to decide on appropriate action. Without sufficient experiences (practice/mental memories) students lack the rapid assessment skills/ability needed in law enforcement"(FLETC, 2011).   In simple terms, practice creates shortcuts in the brain that cuts down on the decision phase. If novice students face very difficult scenarios without sufficient practice and expertise, they tend to "**Freeze up**", unable to complete the final two OODA stages: **Decide and Act**. (1996). Further research supports this. In Klein's research (2004) the students are stuck midway in the OODA phase because they have not yet developed mental models required to quickly process the situation. There are "an insufficient number of repeated experiences".

Dr. Ruth Clark (2008) explains the degrees of expertise-building as being "near-transfer" of knowledge which is the simple recall or memory of information, or the "far-transfer" as developing a mental model to apply information to new situations, and then the "moderate-

transfer" falls in the middle. This was an update on Bloom's Taxonomy of the Cognitive Domain Classification (1950).

Reminder to trainers or "experts" that what you perceive as "easy" in a scenario is not easy for novices.

Realism of scenarios should be built into the planning. Sights, sounds, clothing, and even objects carried on a suspect should replicate some of the things one would expect, in reality. The effectiveness of the student's **decision-making is affected by the realism of the scenario**. Without the necessary indicators such as facial expressions, non-verbal signals, distractions, etc. then student may not perceive a threat or may not develop situational awareness.

Situational Awareness

This technique is taught in high-risk professions and provides a framework for evaluating an environment for factors that may lead to a higher threat level. The factors/**cues given** to students in the scenario should **hit all five senses**. According to Endersly, Bolte, and Jones (2003), developing Situational Awareness contributes to **higher scenario performance** (under stress). This translates into **higher survivability scores**.

To achieve this, scenarios must be more realistic (*contextual reference*) so that it tells students what is abnormal in a setting and then the student will re-evaluate the level of risk. A variety of situations is essential to develop skill sets such as Communication—both interpersonal and radio. Training, practice and varied experiences combine to **lessen perceptual distortions**, such as the pressure of a crowd or being filmed while responding to a stressful situation.

Repeated Performance

Practice is not just for students/novices. In studies on information retention by O'Steen, Kee and Minick (1996), students can lose information within six to twelve months after training. For seasoned officers, it would appear that **reinforcement such as Block Training** is essential to retention of their skill sets.

Student Performance and Stress

Development of **stress-evoking scenarios** needs to scaffold in with low intensity at early stages. Students are already stressed with the scenario and lack of information on what they will face. Add an instructor evaluation to this, peer evaluation, and there is no need to bombard the scene with noise and activity and for the novice, one suspect is enough.

Two of the most important emotions in stressful situations are **Anxiety and Anger.** Being able to think clearly and perform well increases one's odds of survival. Training to control these emotions adds to effectiveness of individual student and addresses risk management concerns. Design for scenarios should **increase with intensity *after* some expertise is achieved** by the student over several practice sessions so they have opportunity to debrief and discuss their

responses in scenarios. Electronic/video simulation may be beneficial and account for time, space/ financial considerations of repeating scenarios.

Student Feedback—debriefing

The FLETC report stresses the importance of effective feedback. Trainers need to ask probing questions to prompt student input.

- To be effective, **feedback** students receive must be properly structured and delivered.
- Feedback is positive, prompt, specific, at an appropriate level, should foster reflective thinking and improved performance.
- It is "**student-centered**" with student identifying own strengths, trainer reinforces and adds to positive comments, student is asked to identify areas of improvement, trainer then reinforces these, adding to list as needed. Identify gaps in knowledge.
- Students may fear the educator and their peers' judgment in intimidating situations, such as simulations ((Salvodelli GL, 2005) so fostering a positive learning environment is essential to accessing student feedback
- Overall, the aim is to **assess the student's perception** of the scenario through reflection.
- More time should be allocated to student's verbal feedback than to trainer's input, particularly at the early stages. Trainers' comments can monopolize debriefing and overwhelm the student.

(FLETC, pp 4-2)

In the FBI example of 2000, they tested 97 performance elements throughout basic training. Each of the 97 elements was cross-reference to an instructional objective and then put into 8 categories or 8 FACTORS of **Scenario Training Assessment Review--the STAR model.** The STAR model **emphasizes student analysis and development of a strategy, prior to making contact** with subjects in the scenario.

The 8 Performance Factors of STAR
1. Situation Awareness
2. Threat Identification
3. Initial Response
4. Scene Control
5. Application of Force
6. Arrest Techniques
7. Communication
8. Articulation/After Action Review (AAR) (FLETC, p.1-6)

As the student moves up the scaffold training tiers, scenarios challenges the student to apply previous learning to new situations. Using a risk-based scale provides better feedback and more details for student than a pass-fail scoring system and gives student a better idea of their level of competency.

The **scale of performance** for Scenario-based Assessment can go from a range such as "0, *not done*"; to "1 point, *not acceptable* (i.e. does not meet legal standard, creates serious risk, or did not perform" to "4 points, *desirable*: actions demonstrate sound and effective tactics" (FLETC, p.1-9).

The FBI analyzes the "rookie"/novice performance from three perspectives:

   a) From the offender's perspective,
   b) From the officer's perspective, and
   c) The particular circumstances.

Dr. Ross-Valdostra (2008) adds one more angle/perspective to consider:
   d) The environment.

Dr. Ross-Valdostra also identifies "Winning Characteristics" in the evaluation such as:

   1. Mental Preparation
   2. Awareness of Danger Signals
   3. Timely reaction and Transition Time
   4. Decisive action
   5. Multi-task under pressure
   6. Ability to explain circumstances

In summary, Reality-based training is used to deliver stated learning outcomes of performance. The efficacy of this training depends on the structured design, delivery, student-centered assessment, and evaluation of performance.

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