Experiential Learning in Policing and Large Enrolment Programs

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Agenda

• The Problem
• The Solution
• Simulation
• Debrief
The Problem
Program Context

• Credential: Ontario College Diploma
• Program length: 4 semesters (no co-op)
• Program size: 150 students (final semester)
• Program delivery: F2F
• Program hours: 1300 (within range for diploma)
• Program faculty: 9 FT and 9 NFT
MTCU Program Standard

• Program Standard (2010)
  • Vocational Learning Outcomes
    • Elements of Performance
  • Essential Employability Skills (transferrable)
Program Outcomes

1. complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines.

2. analyze all relevant information and make effective and legally defensible decisions in accordance with ethical and professional standards.

3. be accountable for one’s actions when carrying out all tasks.

4. develop and implement ongoing effective strategies for personal and professional development.
Program Outcomes

5. ensure the respect of human rights and freedoms in all interactions.
6. work co-operatively in multidisciplinary teams to achieve mutual goals.
7. collaborate in the development and implementation of community policing strategies
Program Outcomes

8. monitor, evaluate and document behaviours, situations and events accurately and discreetly in compliance with legal, professional, ethical and organizational requirements.

9. mitigate risks and maintain order by applying effective strategies in crisis, conflict and emergency situations.

10. take positive actions to help crime victims.

11. conduct investigations by collecting, documenting, preserving and presenting admissible evidence.
Elements of Performance

1. complete all tasks in compliance with pertinent legislation, as well as policing standards, regulations and guidelines.

Elements (2 of 13):

• conduct oneself in compliance with standards, policies, procedures and practices covered by the Canadian Charter of Rights and Freedoms, 1982 and all applicable codes, acts, regulations and prohibitions, as well as the legislation governing police authority and power

• perform all tasks within the scope of practice of the responsibilities and liabilities associated with duty of care, use of force, search and seizure, powers of arrest and police discretion
That was then…

• Experiential Learning
  • Hours off-site: 0
  • Hours on-site: ? (not formalized, not tracked)

• Assessment
  • written tests and exams; assignments and presentations (individual and group)
That was then…
And this is now.
This is now…

• Experiential Learning
  • Hours off-site: 0
  • Hours on-site: **45 (dedicated course)**

• Assessment:
  • written tests and exams; assignments and presentations; **skills demonstration**
The Solution
Course Overview

- *Police Culminating Skills Assessment*
- Level 4 course (final semester)
- 15 weeks, 45 hours (3 hours/week)
- Four sections of approx. 35
- Introduced in Winter 2016
Course Outcomes

• Refer to Course Outline
• Outcomes require authentic assessment
Course Delivery

• 3-hour block (for each section)
  • Large Group Briefing: 15 minutes
    • 35-40 students
    • Lead professor
  • Small Group Simulations: 2.5 hours
    • 15-20 students
    • Lead professor and NFT faculty team (5 faculty)
## Course Delivery

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Informal Assessment

• Ungraded simulations are integrated throughout semester
• Faculty team participate in scenarios and provide constant feedback
• Classmates provide peer-to-peer feedback
Formal Assessment

• Practical Assessments (70%)
  • Simulations performed in pairs
  • Written elements completed individually
  • Students assessed on professionalism, notetaking details, document preparation and writing skills
Formal Assessment

• 2 Major Practical Assessments (30%)
  • Mid-term and final practical “exams”
  • Simulations performed individually
All 150 final semester students are individually assessed to determine their ability to “reliably demonstrate” skills articulated in the Program Standard.
Critical Elements

✓ Management Support
✓ Alignment
✓ Coordination
✓ Consistency
Management Support

• Support of Dean and Chair for
  • Pedagogical approach
  • Additional costs associated with human resources and increased space requirements
Alignment

• Develop course outcomes that align with program outcomes and require skills demonstration

• Develop simulations to align with course outcomes
Coordination

• Work with scheduling dept. on timetables
• Recruit and train new team members
• Prepare course materials:
  • Scenario Overview
  • Role notes
  • Rubrics
Consistency

• Prepare and debrief simulation team

• Provide simulation materials in advance

• Begin with less complex, non-graded simulations to develop faculty consistency
Our “Outcomes”

• Increase in engagement
• Improvement in skills (e.g., communication)
• Increase in confidence

Quality Assurance: Graduates can “reliably demonstrate” course outcomes
Interviewing Skills

Simulation
Interviewing Skills

- Interview stance
- Reactionary gap
- Hand positioning
- Introduction

Interview Exercise

• One-on-one student interaction

• Instructor feedback

• Notetaking
Simulations Instructions

Form into groups of three:

1. Police officer – scenario notes
2. Complainant – scenario notes
3. Assessor – assignment overview and rubric
Feedback Comments

• Safe approach
• Stance
• Eye contact
• Introduction
• Appropriate language / questioning
• Activing listening
• Notetaking/information gathering
Scenario assessment

- Were all details recorded?

- Were solutions offered/suitable outcome for all involved?

- Was the victim/complainant satisfied with the outcome?
Take-home Resources

• Course outline and course plan
• Assignment overview
• Scenario notes (for officer and complainant)
• Rubric (for assessor)
• Practical assessment form (for assessor)
• (PPT available on conference website)
Critical Elements

- Management Support
- Alignment
- Coordination
- Consistency
Thank you

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