

Learning Outcomes and Experiential Learning Symposium, 2018

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

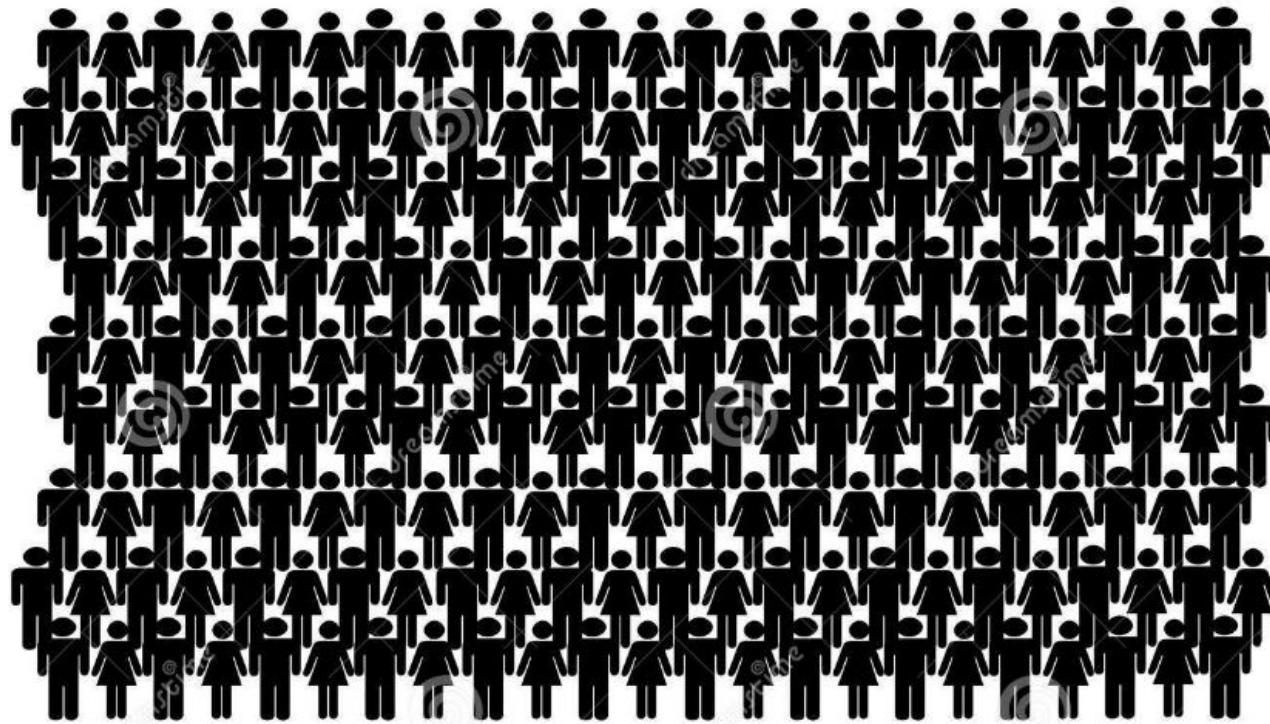
8. monitor, evaluate and document behaviours, situations and events accurately and discreetly in compliance with legal, professional, ethical and organizational requirements.
9. mitigate risks and maintain order by applying effective strategies in crisis, conflict and emergency situations.
10. take positive 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



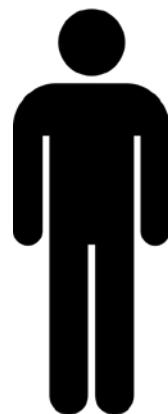
That was then...

- 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



Engage, Empower, Excite, Educate

Police Culminating Skills Assessment

Public Safety	Pre-Requisites:
N/A	N/A
Core/Elective:	
Core	
Core	N/A

W. Hibbert M.Ed., Police Foundations Professor/Coordinator
Mark Hunter, Chair, School of Public Safety
Monday, June 18, 2018
2018-2019
45.00

Course Description

In this course, students will have the opportunity to reliably demonstrate their knowledge, skills and abilities acquired over the duration of the Police Foundations program. Through a variety exercises, including police related scenarios and role-plays, students will apply learned theory and related course content to commonly experienced police occurrences.

Course Learning Outcomes

Upon successful completion of this course, you will be able to reliably demonstrate the following Course Learning Outcomes which will be taught and evaluated:

- 1.) 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.
- 2.) Detail the procedures necessary to lay charges in compliance with federal and provincial legislation.
- 3.) Implement decision-making strategies that are consistent with the ethical standards of police services and the corresponding discipline processes covered by the Police Services Act, 1990.
- 4.) Articulate the legal justifications for one's actions and discuss the consequences of inappropriate actions and the corresponding discipline processes covered by the Police Services Act, 1990.
- 5.) Develop effective ways to maintain composure and refrain from negative actions when provoked or faced with challenging situations.

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

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Engage, Empower, Excite, Educate

Police Culminating Skills Assessment

Public Safety	Pre-Requisites:
Co-Requisites: N/A	Core/Elective: Core
Approved by: W. Hibbert M.Ed., Police Foundations Professor/Coordinator	Pre-Requisites: N/A
Approval Date: Mark Hunter, Chair, School of Public Safety	
Approved for Academic Year: Monday, June 18, 2018	
Normative Hours: 2018-2019	
45.00	

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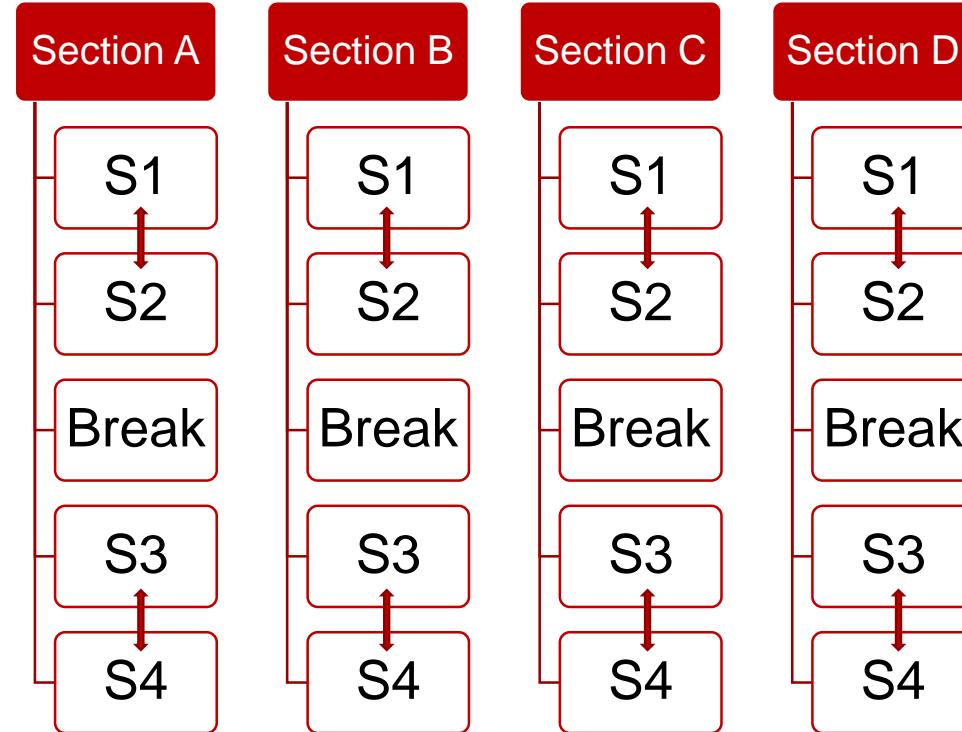
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Course Delivery

- 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



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

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Police Culminating Skills Assessment

Course Number: PFLP-2022
Applicable Programs: PFT1 - Police Foundations (PFT1-2018)
PFT2W - Police Foundations (PFT2W-OIX-2018) (Accommodated) (PFT2W-OIX-2018)

Approved by: W. Hibbert M.Ed., Police Foundations Professor/Coordinator
Approved Date: Monday, June 18, 2018
Approved for Academic Year: 2018-2019
Normative Hours: 45.00

Public Safety
Co-Requisites: N/A
Care/Elective: Core
Prerequisites: N/A

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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



Source: <http://static01.nyt.com/images/2014/12/25/us/JP-POLICE1/JP-POLICE1-articleLarge.jpg>

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

Debrief

Feedback Comments

- Safe approach
- Stance
- Eye contact
- Introduction
- Appropriate language / questioning
- Activing listening
- Notetaking/information gathering

Scenario assessment

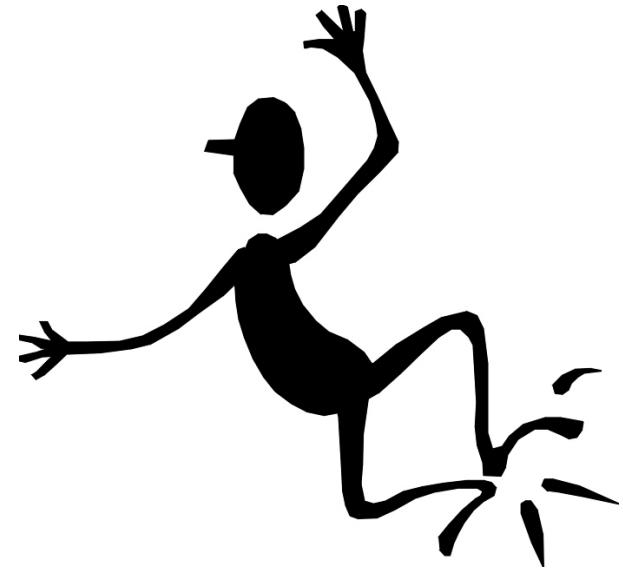
- Were all details recorded?
- Were solutions offered/suitable outcome for all involved?
- Was the victim/complainant satisfied with the outcome?

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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Dee Morrissey: dmorrissey@fanshawec.ca