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Competencies in Action: A Revitalization of Municipal Police Recruit Training in BC

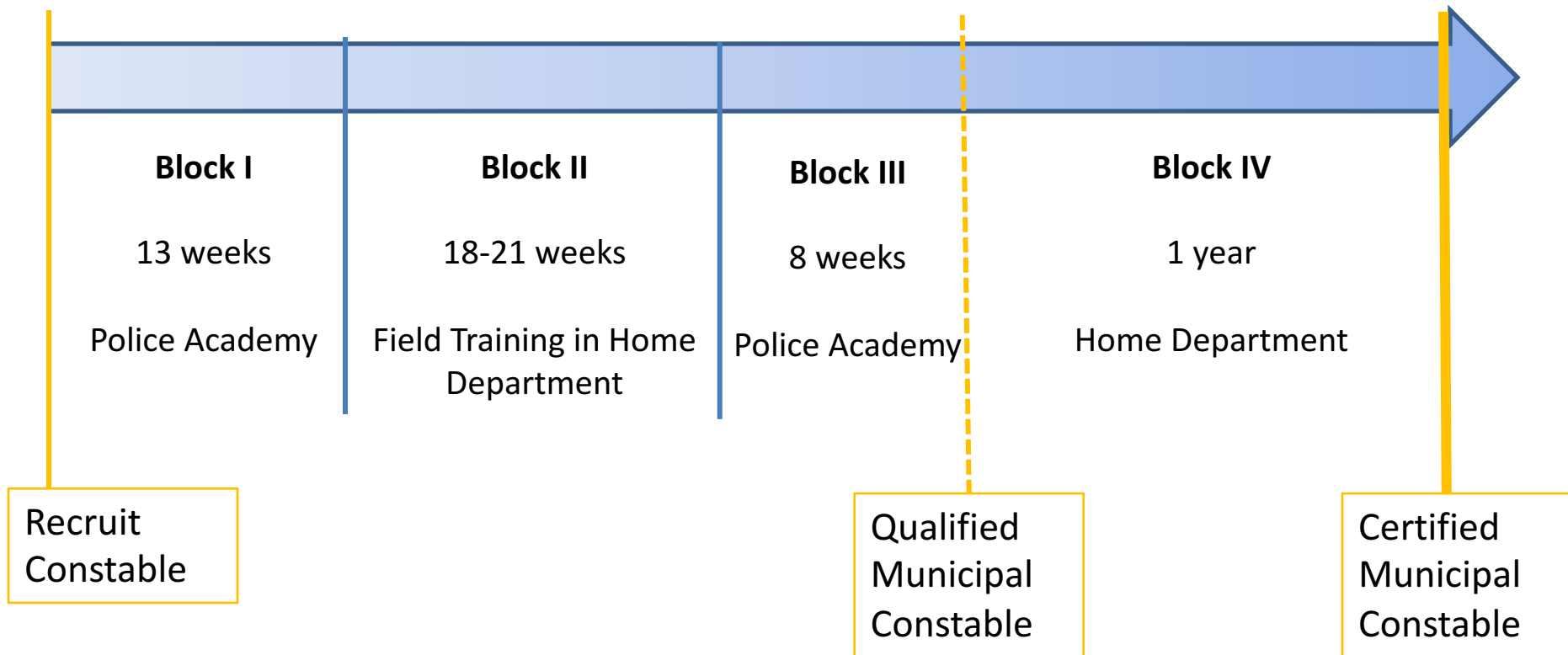
Nora Houlahan, Program Manager
Steve McCartney, Program Director

Municipal Policing in British Columbia



- 11 Municipal Police Departments
- 1 Transit Police Department
- 1 Tribal Police Department

Recruit Training Program Structure



Municipal Policing in British Columbia



- Ministry of Justice provides annual grant to operate the Police Academy
- 2012 grant MOU stipulated a review of recruit training considering Police Sector Competencies was to take place
- Provincial Learning Strategy for police says training must be:
 - Defensible
 - Effective
 - Accessible

Mapping Recruit Training to Constable Competencies

CURRICULUM UPDATE NEEDED!

Competency	Disciplines	Constable Tasks				
		A. Apply relevant legislation, policies, and procedures	B. Use equipment and technology	C. Maintain safety of self and others	D. Coach and mentor members	E. Conduct general patrol
PROBLEM SOLVING						
Identifies problems, implements solutions, and evaluates the outcomes.		X	X	X	X	X
	Driver Training					
	Firearms	X	X	X	X	
	Investigation and Patrol	X	X	X	X	X
	Legal Studies	X	X	X	X	X
	Physical Training					
	Traffic Studies	X	X	X		X
	Use of Force	X	X	X	X	
	Dress and Department					
RISK MANAGEMENT						
Manages situations and calls to mitigate risk and maintain a safe environment for self and others.				X	X	X
	Driver Training			X		X
	Firearms			X	X	
	Investigation and Patrol			X	X	X
	Legal Studies			X	X	X
	Physical Training			X	X	
	Traffic Studies			X		X
	Use of Force			X	X	
	Dress and Department					



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Summary of Changes to Recruit Training

Block I and Program Philosophy

Recruit Training – Key Principles

- **Case based**
 - Learning integrated across disciplines
 - Centred around common calls
 - Minimize lectures
 - Maximize application: case based exercise and practical scenarios
- **Competency based**
 - Learning and assessment mapped to PSC competencies
 - Performance-based assessment
 - “Directed study”
 - Training plans
- **Leadership skills**
 - Structured integration of junior and senior recruits

Recruit Training – Program Structure

Block I Weeks

1. Police and the Public
2. Initial Contact
3. Communication and Investigation
4. Assault
5. Progress Assessment
6. Vehicle Stops
7. Property Offences
8. Theft and Robbery
9. High Risk Encounters
10. Domestic Violence
11. Impaired Drivers
12. Drugs and Sudden Death
13. Consolidation

Generic Week structure:

- Pre-reading and quiz
 - Online courses pass $\geq 80\%$
- Application through case-based exercises in small groups ≤ 6
- Physical skills
- Directed study
- Just in time learning
- Integration through practicing taking calls
- Practical session debrief, feedback, training plan development

Recruit Training – Practical Session Debrief

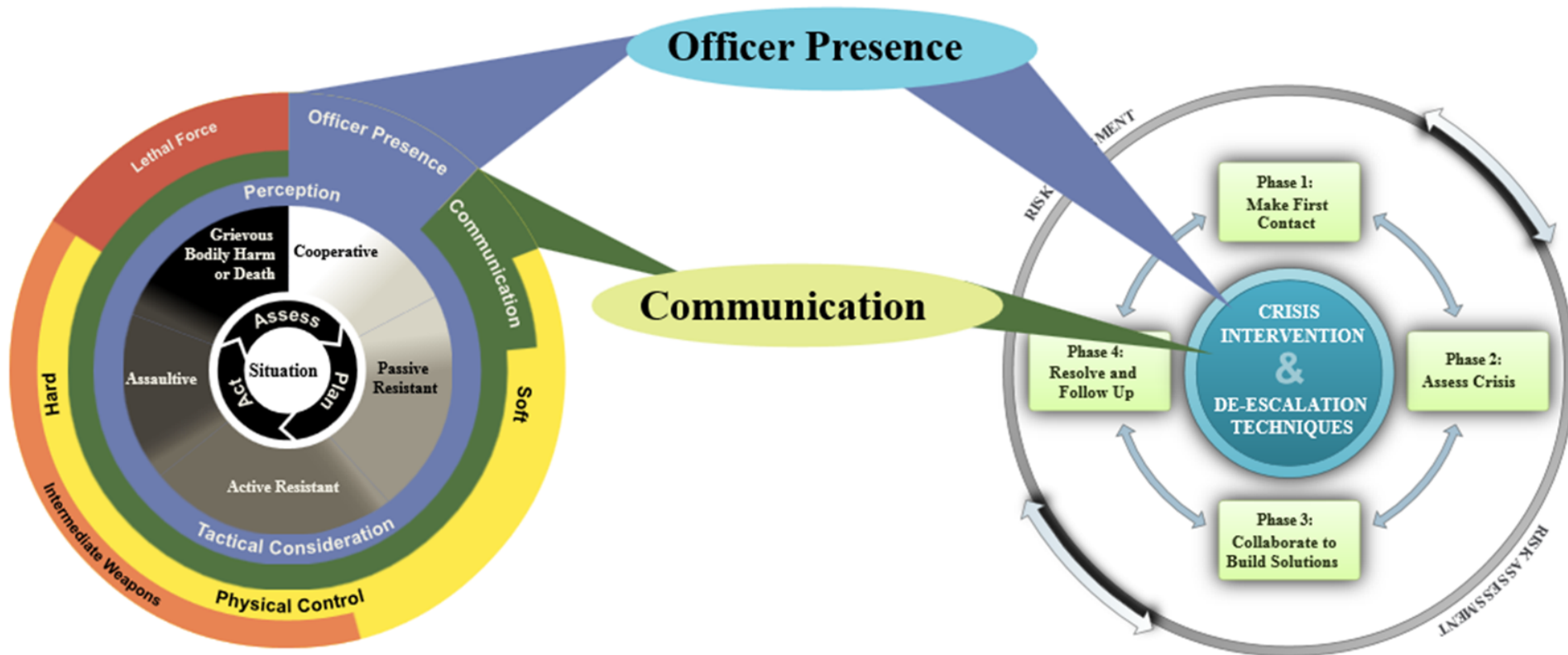
- For each practical scenario:
 - What went well/was a challenge
 - Helpful feedback
 - Compare to feedback and video replay
 - Longitudinal themes: Officer wellness and fair and impartial policing
 - Plan for future
 - Map to competencies

Recruit Training – Key Principles

Longitudinal Themes

- Professional Communication
- Ethics
- Fair and Impartial Policing
- Officer Wellness

Recruit Training – Articulation Framework



Policeguide.jibc.ca

- Asking questions about legal knowledge – don't know essential elements then look them up!



[POLICE GUIDE – HOME](#)

[LEGAL – HOME »](#)

[TRAFFIC – HOME »](#)

[CONTACT](#)

Report Writing Guide

[› Elements of the Offence](#)

[› List of Statutory Offences](#)

[› Legal Definitions](#)

[› Legal Issues](#)

Elements of the Offence

[Browse by Categories](#)

[Browse by Title](#)

[Browse by Section Number](#)

- Aggravated Assault – Section 268
- Assault (Common) – Section 265(1)
- Assaulting a peace officer – Section 270
- Assault Causing Bodily Harm & Assault with Weapon – Section 267
- Careless Storage of a Firearm (or Ammunition)
- Break and Enter – Section 348
- Carrying A Concealed Weapon – Section 90(1)
- Causing A Disturbance
- Counterfeiting and Forgery
- Criminal Harassment – Section 264
- Disobey Order of Court (Breaches) and other court orders – Section 127 et al
- False Pretence – Section 361 CCC
- Forgery and Counterfeiting
- Fraud – Section 380
- Identity Crime – multiple sections
- Identity Fraud – Section 403 (Formerly Personation)
- Identity Theft – 402.2(1)

Recruit Training - Assessment

- Police Sector Council Constable Competencies
- Weekly developmental feedback
- Practical scenario debriefs
- Individual training plans
- Performance based assessment
- Application for advancement

Recruit Training – Assessment

Police Sector Council Constable Competencies

- Adaptability
- Ethical Accountability and Responsibility
- Interactive Communication
- Organizational Awareness
- Problem Solving
- Risk Management
- Stress Tolerance
- Teamwork
- Written Skills
- Decision Making

Police Sector Council Constable Competencies

Competency	Proficiency Level 1	Proficiency Level 2
Adaptability	Recognizes the need to adapt to change	Modifies own behaviour or approach to adapt to a situation
Ethical Accountability and Responsibility	Embraces high standards of conduct and ethics	Handles ethical dilemmas effectively
Interactive Communication	Presents information clearly	Fosters two-way communication
Organizational Awareness	Understands formal policing structure	Understands informal policing structure and culture
Problem Solving	Identifies basic problems	Solves basic problems
Risk Management	Participates in the management of situations and calls	Manages a limited range of situations and calls with minimal guidance
Stress Tolerance	Works effectively with standard situations	Works effectively in the face of occasional disruptions
Teamwork	Participates as a team member	Fosters teamwork
Written Skills	Conveys basic information	Selects and structures information
Decision Making	Makes decisions based on existing rules	Makes decisions by interpreting rules

Recruit Training – Competency Level and Skill Level

Competency	Block I Act under full supervision	Block II Act under moderate supervision	Block III Act independently
Adaptability	Level 2 proficiency	Level 2 proficiency	Level 2 proficiency
Ethical Accountability and Responsibility	Level 2 proficiency	Level 2 proficiency	Level 2 proficiency
Interactive Communication	Level 2 proficiency	Level 2 proficiency	Level 2 proficiency
Organizational Awareness	Level 1 proficiency	Level 2 proficiency	Level 2 proficiency
Problem Solving	Level 1 proficiency	Level 2 proficiency	Level 2 proficiency
Risk Management	Level 1 proficiency	Level 2 proficiency	Level 2 proficiency
Stress Tolerance	Level 1 proficiency	Level 2 proficiency	Level 2 proficiency
Teamwork	Level 2 proficiency	Level 2 proficiency	Level 2 proficiency
Written Skills	Level 1 proficiency	Level 2 proficiency	Level 2 proficiency
Decision Making	Level 1 proficiency	Level 2 proficiency	Level 2 proficiency



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Summary of Changes to Recruit Training

Block II

Recruit Training – Block II

- Block II Field Training
 - On the job experience and assessment – **Phase I and Phase II**
 - Departmental specific policies and procedures
 - Community specific information
 - Progress towards independent skills
- FTO is a continuation of the training in all areas

Block II Projects

- Recruits have some projects to complete during Block II
 - Diversity Project
 - Legal Studies Topics
 - Report to Crown Counsel
 - Impaired Driving/ IRP
 - Fitness
- FTO to ensure and sign off that recruit has started project
- Recruit responsible for completion
- FTO to ensure completed as outlined in Block II manual
- Recruit responsible bringing reports back to Block III

Block II - Structure

- Phase I – Patrol Basics
 - Minimum 1 work period (block), maximum 3 (or extra training)
- Phase II – Competency Development
 - After Phase I requirements met, until Week 14 of Block II
- Departmental Specific Training **or** Remedial Block II
 - After Phase II requirements met, until end of Block II

Block II – Phase I

- Phase I to ensure solid foundation before proceeding as primary contact in responding to calls or operating EVO
- **Focus on legal knowledge, officer presence, officer safety, and CPIC/MDT familiarization**
 - No CPIC in training environment in Block I
- **FTO to quiz/question about legal knowledge before and after calls**
- Recruits must consistently meet or exceed expectations in each category of the rubric to proceed
- Minimum 1 work period to complete Phase I
- If Phase I not completed after 3 work periods, FTO to seek support or extra training from departmental training officer or supervisor

Phase I – Work Period Documentation

	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
Legal knowledge				
Legal authority and grounds	Consistently articulates authority and/or grounds accurately and without prompting from FTO	Articulates authority and/or grounds accurately with minor (occasional) prompting from FTO	Consistently requires prompting from FTO to articulate authority and/or reasonable grounds	Does not articulate authority and/or grounds with prompting from FTO
Essential elements	Accurately articulates the essential elements of an offence using language consistent with the Criminal Code of Canada. Does not need to check policeguide.jibc.ca	Accurately articulates the essential elements of an offence using common language. Occasionally needs to check policeguide.jibc.ca	Accurately articulates the essential elements of an offence using common language. Consistently needs to check policeguide.jibc.ca	Does not articulate the essential elements of an offence. Relies solely on policeguide.jibc.ca

Phase I – Work Period Documentation

	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
Basic patrol				
Officer presence	Demonstrates strong and effective officer presence through appearance, composure, tone, and confidence	Demonstrates effective officer presence through appearance, composure, and tone. Building confidence	Conveys officer presence through tidy appearance. Struggles with tone, composure, and/or confidence	Does not demonstrate effective officer presence. Struggles with appearance, tone, composure, and/or confidence
Officer safety	Consistently demonstrates an awareness of officer safety principles without prompting from FTO	Demonstrates an awareness of officer safety principles with minor prompting from FTO	Demonstrates an awareness of officer safety principles with regular prompting from FTO	Does not demonstrate an awareness of officer safety principles. Requires continual prompting from FTO
CPIC/ MDT familiarity	Quickly and accurately locates information on CPIC without prompting from FTO	Locates information on CPIC with minor prompting from FTO	Occasionally locates information on CPIC with prompting from FTO	Does not locate information on CPIC with prompting from FTO

Phase I – Work Period Documentation

What level is the recruit performing at?

Perform under full supervision

Perform under moderate supervision

Perform independently

Calls documented by recruit:

Calls documented by FTO:

Goals for next work period (to be completed by recruit and FTO together):

Signatures acknowledge discussion and awareness of this work period assessment:

Recruit

FTO

Date

Block II – Phase II

- Recruits take on progressively more responsibility
- Assessment still includes basics from Phase I
- Assessment also on constable competencies
- Expected that recruits will be at Level 1 in some competencies at start of Block II and will “Partially Meet” expectations
 - not a fail at start of Block II!
 - need to progress to Level 2 “Meet Expectations” by end of Block II

Phase II – Work Period Documentation

	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
Basic Patrol				
Legal Knowledge	Consistently independently articulates authority, grounds, and essential elements of the offence	Articulates authority, grounds, and essential elements of the offence with minimal prompting from FTO	Consistently requires prompting to articulate authority, grounds, and essential elements of the offence	Does not articulate authority, grounds, and essential elements of the offence
Officer presence	Demonstrates strong and effective officer presence through appearance, composure, tone, and confidence	Demonstrates effective officer presence through appearance, composure, and tone. Building confidence	Conveys officer presence through tidy appearance. Struggles with tone, composure, and/or confidence	Does not demonstrate effective officer presence. Struggles with appearance, tone, composure, and/or confidence
Officer safety	Consistently demonstrates an awareness of officer safety principles without prompting from FTO	Demonstrates an awareness of officer safety principles with minor prompting from FTO	Demonstrates an awareness of officer safety principles with regular prompting from FTO	Does not demonstrate an awareness of officer safety principles. Requires continual prompting from FTO

Phase II – Work Period Documentation

	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
Competencies				
Adaptability	Adapts to widely varied needs	Modifies own behaviour or response to adapt to a situation	Recognizes the need to adapt to change	Does not recognize the need to adapt to change
Ethical Accountability and Responsibility	Positively identifies ethical considerations in policing	Handles ethical dilemmas effectively	Embraces high standards of conduct and ethics	Unsure of high standards of conduct and ethics
Interactive Communication	Adapts communication to appeal to others' interests	Fosters two-way communication	Presents information clearly	Does not present information clearly



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Summary of Changes to Recruit Training

Block III

Recruit Training – Block III

- Block III Advanced Training
 - Entrance exam, Final exam
 - Case studies and practical scenarios
 - UoF and PT
 - Teaching sims
 - Longitudinal cases
 - Mentoring junior recruits

Block III Teaching Sims

Engaged SMEs to develop sims focusing on patrol level advanced calls

- Prohibited weapons
- Identity fraud and credit card investigations
- Internet investigations
- Criminal harassment (with online component)
- Cell phone investigations
- Source handling
- Sex assault
- Elder abuse
- Hate crimes
- Child abuse
- YCJA
- Missing persons

Block III Longitudinal Cases

- 3 cases that recruits work on over the course of Block III
 - Sex assault/ drugs/ prohibited weapons
 - Write operational plan proposal
 - Write warrants, ITOs, production orders
 - Write arrest plan
- Computer based simulations using video clips, text, photos, CPIC info etc
 - Developed in-house

Block III Mentoring Junior Recruits

- Select Block III recruits running Block I scenarios and giving feedback to Block I recruits
 - Under supervision of instructors
 - Responsible for a team of Block III recruits who run the scenario
 - Act/film/dispatch
 - Learning and refining knowledge when preparing for lead role

Block III Mentoring Junior Recruits

- Block I recruits are actors in Block III scenarios
 - Exposure to scenarios beyond their current level
 - Observe Block III recruits handling calls
 - Timed to reinforce Block I learning
 - Block III MHA call in week prior to Block I learning about MHA
 - Reinforces concepts from Block I pre-reading before they apply it in the classroom

Recruit Training – Competency Level and Skill Level – Final Application to Graduate

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Evaluation, Lessons Learned, Challenges

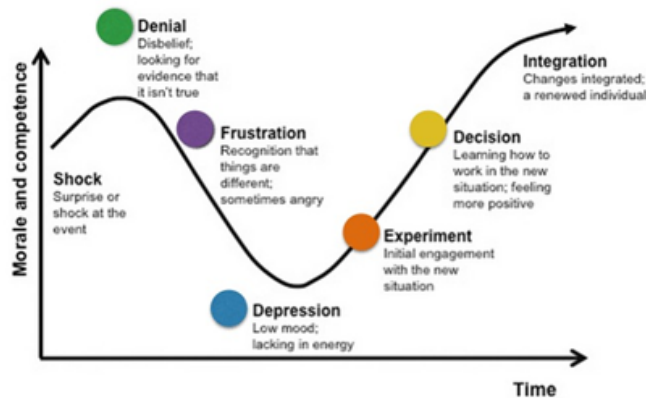
Program Evaluation

- Comparing recruit readiness for Block II before and after changes to delivery model
 - Surveys of recruits and their FTOs using Constable Competencies as measure
 - Data analysis currently in progress
- Graduation program evaluation surveys
 - Outline purpose of each component of the program and ask how effective it was in meeting that purpose

Challenges

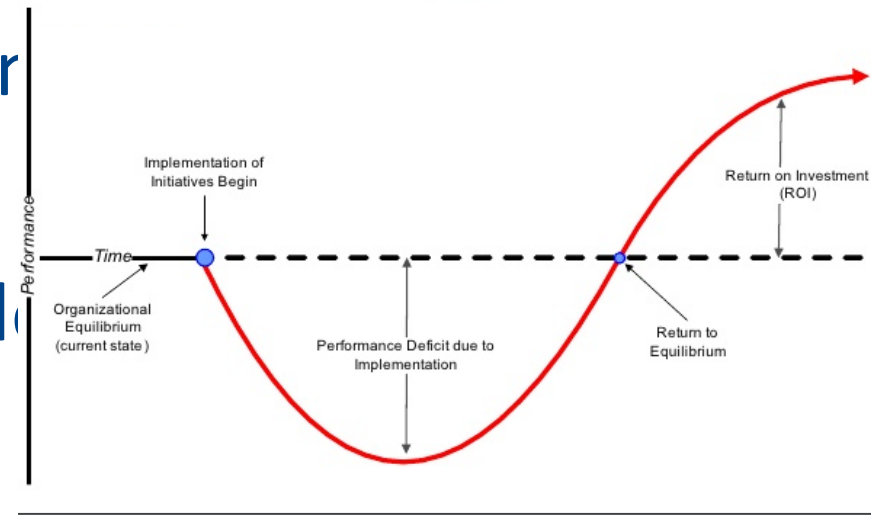
- Instructor time for development

The Kübler-Ross change curve



DS

Dr



Lessons Learned

- Change Management
 - Visible support from upper management throughout process
 - Instructor support when developing
 - Faculty development
- Language matters!
 - Self-Assessment = Debrief
 - Assessment Portfolio = Application for Advancement

Next Steps

- Refining curriculum
- Continued faculty development
- Analyzing evaluation data