

British Columbia is EARTHQUAKE COUNTRY



Photo: George Makowski

Participants discuss their response to the earthquake scenarios.

by Sam Meckbach

When a major earthquake occurs in BC, it will come as a complete surprise. **Why?** The ability to predict earthquakes does not include the all-important **when!** Moreover, the range of variation in **where** it might be centred, and at **what** magnitude, has made earthquake planning very difficult indeed.

Solicitor General Russ Fraser has given the challenge of producing an interim Earthquake Response Plan for British Columbia to the Provincial Emergency Program (PEP). On April 18 and 19, over 100 emergency planners

and experts gathered at the Justice Institute to validate the concepts in PEP's draft plan.

The first concept to be verified by the participants was that members of the public (that's you!) must be prepared to survive the first 36 to 72 hours on their own. It is not physically possible for municipal, provincial and federal support to be in place immediately following a catastrophic earthquake. The more isolated people are from support, by damage or by distance, the greater the need for individuals to know simple life-saving tech-

niques around the home, office and school. (PEP Academy has earthquake preparedness information materials.)

Seminar participants were selected, by invitation, to represent six areas of BC with different earthquake problems. The selection process also ensured that "players" were invited from the different levels of government so that a representation of municipal, provincial and federal officials could address specific points of concern within their areas of responsibility. Par-

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Earthquake . . . continued from page 1

ticipants included 25 municipal, 32 provincial, 25 federal and 21 representatives of other agencies such as UBC, Vancouver Port Corporation and BC Telephone Company.

During the two-day exercise, participants were divided into six "syndicates." To the extent possible, each syndicate was made up of people actually responsible within their area of BC for carrying out the planning tasks required by the exercises. The syndicates received preliminary instructions and were given four problems representing six geographical areas, each with separate earthquakes of different magnitudes. Using a combination of gaming and table top discussion exercises, the syndicates considered the problems presented by their earthquake scenario.

Each of the six syndicates then presented its solutions to the problems in plenary session. This session also addressed the validation of the concepts within the earthquake plan. Seminar director Tony Heemskerk reminded participants that this "response" plan is one of several envisaged by the planning process. Eventually a "recovery" plan and, more important, a "preparedness" plan must evolve.

Mr. Mark Ghilarducci, a special seminar guest from the State

of California Office of Emergency Services, gave a presentation on the California Multi-Agency Disaster Response Team and its progress in producing an effective urban search and heavy rescue organization. The interim BC plan parallels the work of the state of California in its concepts for urban search and heavy rescue. Mr. Ghilarducci commented, "In some areas, California is ahead of BC in its planning for such a catastrophic event, but in some ways BC is leading the way. In particular, I must comment that the concept of the Justice Institute, with all of the first responder training conducted from one institute, especially with the Provincial Emergency Program, is indeed a step in the right direction. I have a cumbersome process in making the California Multi-Agency Disaster Response Team as effective as it would be if such an institute were available in California."

Every seminar has bonus fea-

tures, and so did this Crisis Management Seminar. Most participants found themselves dealing with provincial, federal and municipal counterparts whom they would meet in a time of crisis. They had a further opportunity to discuss common interests and concerns at a social event at which Solicitor General Russ Fraser was the guest speaker. Mr. Fraser emphasized the co-operation needed to continue the planning process, and the actual response if an earthquake should occur. He further emphasized the importance of continued support of the Provincial Emergency Program and the ongoing deliberations to an effective BC Earthquake Response Plan.

PEP Director Tony Heemskerk thanked the PEP Academy, and in particular Ross McIntyre, Linda West and George Makowski for their support.

Sam Meckbach is Director of PEP Academy. □

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On Staff

Changes...

Educational Services Division has been the scene of several changes over the past few weeks. **Tricia Kobayashi** has resigned as Program Secretary for Extension Programs effective May 12 to accept a position with the BC International Commercial Arbitration Centre. **Gail Makowsky** is on emergency leave to await the birth of her child, due in early June. While Gail's away **Sarah Ross** has been hired on an interim basis. Sarah is the former Ed Services Divisional Secretary. She has just completed a Bachelor's degree in French linguistics and literature at SFU and will

return to university in the fall to work on her Master's.

Steven Everett from Horizon College has just completed a three-week work experience practicum in the library.

Darilynn Ruben has been hired on a part time, six month contract, to assist with casino volunteer training workshops. And, finally, for those who thought we had said farewell to **Tad Dick**: your vision probably is not failing. Tad has been brought back to assist in the casino training for volunteers in non-profit agencies.

Emergency Health Services Academy has two new staff members. **Ann Grant** is job-sharing an OA2 word processing position with **Jeanne Karim**, and **Kathryn Reid** has been hired to fill a part time OA 2 position. □

**Next
deadline
for
submissions
to the
JI News
is
May
15**

JI Graduations

Corrections Academy graduates 50th probation officer class

On April 30, Corrections Academy graduated the 50th class of probation officer recruits. Adding to the significance of the event was the fact that, with 25 students, this was also the largest graduating class. Probation officer training is 17 weeks long and includes field practicums of five weeks. With an average of only two courses a year, the 50th class is truly something to celebrate.

Sharing the celebration with the students, corrections instructors and administrative support staff, were JI President, Larry Goble, Corrections Academy Director John Laverock, and special guest speaker Jim Graham, Assistant Deputy Minister, Solicitor General.

Police recruit class #43 graduates after 32 weeks of training

On April 20, 1990 at precisely 2:05 p.m., 30 police recruits from Class 43 marched onto the gymnasium floor to receive certificates of qualification from the Police Academy Director, and



Corrections Academy graduates

badges of appointment from their respective police chiefs. This was the completion of 32 weeks of training for the class. They will report to seven BC departments, bringing with them a cross-section of cultures and expertise representing many ethnic groups.

The graduation was highlighted with the attendance of Mr. Dennis Murray, Q.C., Deputy Solicitor General of BC who gave an excellent keynote address to the graduating class. Mr. Val Patte, Assistant Deputy Minister in charge of Police Services, along with many chief constables, members of the BC Police Commission and Justice Institute board, were also in attendance. The Vancouver Police Pipe Band and the 15th field Artillery Brass Band

gave an added touch to the graduation. Approximately 400 guests, friends and family members attended the graduation.



Most outstanding student, Andy Brownlow

EHS Academy graduates students from new program

In the last two weeks of March and the last week of April, 1990, the pilot EMA II Open Learning Program graduated its first group of students. Graduates included a total of 60 students from across the province, including the Penticton, Prince George, Courtenay, Cranbrook and Vancouver areas. A top student was selected for each group based on leadership ability and performance in the class and the community. The top students were: Andy Brownlow, Prince George; Mike Aubie, Penticton; Debbie Bidder, Cranbrook; Mike Brown, Courtenay; and Jamie Sager, Vancouver. The winner of the *Most Outstanding Student Award*, Andy Brownlow, was selected from among the five top students. □

EHS Academy graduates



Photos: Media Centre

Simulations



Photo: Jackie Goodwin

by Jackie Goodwin and Jim Bond, Fire Academy

Experiential learning, we all know, provides the best chance to master any material. We all talk about learning on the job. But in certain high risk occupations learning on the job can be dangerous and even life threatening. How do police, fire fighters and ambulance personnel learn to function in their jobs in a classroom or distance education environment? And how can courts, corrections staff, and other professionals, best practice their response to angry clients or sharpen their interpersonal and crisis intervention skills?

The answer, of course, is simulations -- contrived situations designed to approximate the conditions that exist in the real world.

Simulations take many forms, from an extended role play exercise that evolves much like a board game, to staged scenarios with actors, moulage (makeup) and sound and visual effects.

While some people claim that simulations are only an approximation of reality and are not a true test of ability, simulations are the best way to prepare both

recruits and experienced personnel to deal with field situations. The artificiality of the simulation is both its strongest and weakest point. It gives the instructor control over those areas that are unpredictable in the field. If a simulation heads into dangerous territory because a student makes an inappropriate choice, the instructor has the ability to halt the scenario before the recruit's safety is endangered. This is an advantage that can never exist in the field. The scenario gives the instructor the chance to let the situation develop the way it would naturally, but with control over key elements.

This scenario may be the last chance that a student has in a controlled environment before working on the job. In emergency response, for example, the student must know the job before having to perform it; there is no room for error when the actual job is being performed. Practice obtained during simulations provides experience and a chance to develop conditioned skills -- an unconscious competence. We all

learn by doing. It is important to know how to do a job, to be able to define the skills and describe their application, but simulations allow the application of skills.

Simulations emphasize not how much a student knows, which is tested with standard written exams and oral tests, but how well a student copes, which can only be tested in a hands-on situation. Simulations emphasize process. This means that although the conclusion of the simulation may achieve the desired result, the process, complete with its false starts, mistakes, communication breakdowns and mishaps that take place along the way, becomes part of the learning process and the evaluation.

Reference: *Simulations: a handbook for teachers and trainers*, by Ken Jones. 112 pp, New York, Nichols Publishing Company, 1987.

Fire Academy

Fire Academy scenarios have caught the attention of Justice Institute staff and students as well

as the media. If your office overlooks the parking lot you cannot miss the airplane crashes, propane fire, smoke bombs and motor vehicle accidents that the Fire Academy produces. Fire Academy simulations have been shown on BCTV and CBC.

The Academy successfully involves the active participation of members of the police community and the ambulance service of BC as well as BC Hydro and other services as they are needed. By combining the services, we are able to focus on critical interrelationships between services during moments of high stress.

Student evaluation is a major aspect of all learning activities. To accomplish this, Fire Academy uses behavioural checklists that are scenario specific and that define the expected actions from fire officer candidates. Instructor to student ratio is high, and instructors are able to evaluate student performance and then meet with the students and debrief them on the incident. One of the features of the simulations is the non-intrusive role of the instructors. They serve as safety officers, but unless a scenario is heading in a physically dangerous direction the instructors remain neutral to the progress of the scenario.

Participants in all of the simulations have functional roles. In the Company Officer course, the one that is run most often, each student acts in the role of Company Officer in two scenarios. The other students function as crew members. Other courses are structured similarly.

Simulations can be stressful events for students but course evaluations all show that the students learn a lot while they are here and they enjoy themselves while doing it.

Corrections Academy

Simulations and role plays are

used throughout the correctional officer recruit training program in the interpersonal communications skills, conflict resolution and crisis intervention skills sections of the program. Corrections Academy has found role playing to be a useful way for trainees to practice new skills; it is not as effective in assessing skills.

Trainees have reported that they feel that having an unknown person (actor) play the role of an inmate or youth is realistic and



challenging because, in many situations, officers have to deal with new inmates about whom they have very little information. The other benefit is that the exercises are taken more seriously than if classmates played the inmate role.

Trainees often perceive the interpersonal skills they practice in simulations as the "soft side" of correctional work, and they tend not to take the use of these skills as an essential way of managing inmates. Instead, trainees frequently feel that they should be able to command respect and obedience from the inmates solely because of their status as officers. The use of simulations teaches them that they can have better overall control through interpersonal skills than with the "hammer."

Extension Programs

In Extension Programs, Conflict Resolution Certificate Program courses use simulations extensively. Each course stresses the practical application of theory

and concepts through role plays of conflict situations. Each group of five students has a trained coach to facilitate the learning, maintain a positive tone, and provide video feedback. Students are encouraged to record their progress through the 210-hour program using their own video tapes to review at home. Although many students are initially unenthusiastic about role play, they invariably remark that these sessions provide their most positive and valuable learning.

In order to qualify for the certificate, students are required to demonstrate competency in both mediation and negotiation skills. One-hour simulations are videotaped, with actors playing the roles of the disputants. Students then use a detailed assessment guide to assess their own videos. If they

feel they have demonstrated at least a minimum level of competency, they submit their tape to the Program Co-ordinator, along with their written self-assessment. If their opinion differs significantly from the Co-ordinator's, a conference is set to review the tape and determine the basis for this difference.

Police Academy

Police Academy frequently conducts simulation training exercises in and around the JI. Simulations are a series of actual calls for police service that are staged and re-enacted as constructive training exercises for police recruits. The authenticity of the simulation exercises is enhanced by the use of professional actors cast as victims, suspects, bystanders and as people in conflict with the law. When the police recruits respond to the simulation call, the actors are free to perform their parts in any manner they wish. Experience has shown that

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the individual actor's response will vary with each attending set of police recruits. This flexibility adds a realistic and convincing element to the simulation.

The variety of simulations used during the four-day program test the police recruits' ability to work on the street. The simulations can be relatively straightforward, or they can be more difficult to work through. Some of the simulations require physical control of the actors, while others are emotionally challenging. Examples of the simulated calls the recruits respond to include: break and enter complaint, industrial accident, domestic dispute, motor vehicle accident, armed robbery, hostage incident, suicidal person, violent drunk person, death notification.

The actors understand the need for authentic or realistic responses to their respective roles. Therefore, actors have had occasion to become verbally and physically aggressive toward the police recruits during the simulation. It should be noted that there is very little possibility of injuries to anyone involved in the scenarios. The police recruit's sidearms are unloaded and all

weapons used by the actors are decommissioned or are fake, such as rubber knives.

All aspects of these simulations are authentic in every detail. The recruits receive calls from a dispatcher over police radio, with brief information and the location of the call. The actors perform exactly as people do out "on the street." The recruits must conclude their case by documenting their actions on official police report forms, in detail. During the simulation, the recruits are assessed by a trained, experienced police evaluator. Some evaluators are regular police academy instructors, and some are members of police departments actively working the beat. When the simulation has concluded, the recruits, actors and evaluators participate in a debriefing session. During this time, positive and negative comments are brought forward to the recruits. Here, the philosophy is simple: "Learn from your mistakes here at the JI instead of out on the street."

Court Services

Court Services Programs holds

simulations for students in the Deputy Sheriff training program, which consists of 20 days of development for new deputy sheriffs. The simulations are used to strengthen the skills learned in the course, such as legal aspects training and conflict management. Actors are hired to play the parts of people who may create challenging situations for deputy sheriffs.

Trained and experienced deputy sheriffs from the field act as evaluators and assess the performance of the new trainees and offer their constructive feedback. Trainees have consistently reported that they feel simulations help prepare them for on-the-job experience.

Emergency Health Services Academy (EHSA)

EHSA has used simulations in its training since 1983. Following a review of research into the use of simulations and other teaching methods, EHSA chose simulations as the primary means of testing in re-certification programs. In recruit programs, EHSA uses simulations as part of formative evaluation procedures.

Both programs use actors to simulate real-life emergencies and, as much as possible, the Academy includes a wide age-range of actors to better represent the varying ages of people involved in the emergencies they attend.

EHSA instructors evaluate the recruits' responses; the licensing branch of the BC Ambulance Service evaluates participants in re-certification programs.

Last summer, EHSA surveyed participants in both programs to gauge their response to the use of simulation exercises. Their findings showed that participants were evenly split between those who "liked" and those who "disliked" simulations. Those who "disliked" the use of simulations stated a preference for attending an actual ambulance call. □

In pursuit of public safety

Congratulations are due to Gary Payne and Curt Hunter who co-produced our new ten-minute orientation video entitled *In Pursuit of Public Safety*.

This live action video answers the question, "What is the Justice Institute?" It shows fire fighters training in the community, police officers working toward their graduation day, corrections officers using high tech video aids to learn new skills, paramedics answering an emergency call, Provincial Emergency Program volunteers preparing for a search and rescue exercise, and Extension Programs providing people with skills related to child sexual

abuse and conflict resolution.

The message is clear -- the Justice Institute is an education and training institution that trains very important people. People who are committed to protecting and saving the lives of all people in this province.

The oft quoted saying that "justice must not only be done but be seen to be done," is also true for the Justice Institute. Even though we have done outstanding work over the past 12 years it is not enough unless more people are aware of our efforts. Our new video is another key resource which we plan to spread the message. □

Extension Programs research project receives funding



Photo: Carol Maguire

Trainer Susan Swanson demonstrates the correct use of anatomically correct dolls in the Let's Talk About Touching program.

Extension Programs has just been informed that Health and Welfare Canada, Social Services Division, has approved a grant in the amount of \$26,765 to fund the design and pre-test of an evaluation of the *Let's Talk About Touching* sexual abuse prevention program designed for pre-school children. The pre-test is the first component of an overall research project that has been submitted for funding from the federal Child Care Initiatives fund. If the complete proposal is approved, the Justice Institute will be the first organization in Canada to evaluate a pre-school child sexual abuse prevention program.

Extension Programs began delivering pre-school prevention programs to parents and children in 1985. During this period, a

two-hour public education program was developed and offered to children in pre-schools and daycares around the province. In 1986, the Ministry of Attorney General contracted with one of the trainers used by the Justice Institute to design and develop a nine module, scripted curriculum that could be delivered by early childhood educators in their classrooms. An essential component of this program was the training of pre-school teachers and daycare supervisors. The Ministry of Attorney General asked Extension Programs to develop this training program, and since the fall of 1987 we have been responsible for the administration of the program.

Extension Programs has received funding from the Ministries of Solicitor General and Health and the Vancouver Foundation to subsidize the training workshops, and over 650 pre-school and daycare personnel have attended the workshops. In addition to delivering the training, Extension Programs has been involved in the distribution of the training kits and teaching dolls.

The *Let's Talk About Touching* pre-school program is the first of its kind in Canada, and in 1988 Extension Programs approached the federal government regarding the possibility of funding the development of national training. The federal government was reluctant to fund a national program without first having an opportunity to evaluate its impact on reducing the risk of sexual assault for young children.

The approval of funding for the research design is a positive step in the direction of national training. The successful outcome of the research may give Extension Programs the opportunity to introduce the program across Canada. □

JI awards new computer support contract



Photo: Tony Williams

The Justice Institute has recently contracted with M/C Software Support Inc. for ongoing hardware and software computer support for all Institute computer users. A number of staff in each Academy and Division have been identified as "authorized users" and all requests for computer support will be directed through these representatives.

The service includes both telephone support for problem diagnosis and response, and on-site service as required. For the first few weeks of the contract an M/C representative will be at the Justice Institute one day a week to handle problems and respond to requests. Kirby Mah will be the on-site representative, although different M/C Software staff will become involved based on their specialized expertise. Kirby will be at the JI on Wednesdays.

M/C President, Keith Mah, has provided computer services to most academies over the years and is familiar to many JI staff. Keith's intention is to train JI staff in problem-solving and trouble-shooting so that we do not become too dependent on his staff. He will also assist us in learning from each other's problems and solutions through regular documentation of all service requests. Keith will meet regularly with the Information Systems Group to provide advice, training and technical support. □

The Justice Institute of B.C. is dedicated to improving the quality of justice and public safety by developing and delivering training programs and offering educational services to professionals and the public.

The JI News is produced nine times a year to keep staff up-to-date with what's going on at the JI. If you have suggestions or comments, please contact Patricia McNeill in Extension Programs.

Deadline for submissions is the 15th of every month - except July, August and December when the newsletter is not published.

Design and desktop publishing by Betsy Gordon.

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Fire Academy to deliver training for native groups

Fire Academy has recently signed a major contract with the British Columbia office of Indian and Northern Affairs Canada (INAC) to deliver a total of 81 training programs for native groups throughout the province over the next year. Programs will include volunteer certification, basic programs in the field, safety systems for inspectors, band fire safety code, school programs dealing with fire safety, the Workplace Hazardous Materials Information System

(WHMIS), and response to emergencies in public buildings.

To deliver this training, Fire Academy will require one additional full time support person, two full time and two part time Instructors. The Academy advertised these positions and has received resumes for the instructors' positions from as far away as Ontario. Eleanor Jeffrey has been hired and is presently working in the support staff position. □

Photo enlargements show the JI in action

Have you noticed the new groupings of photo enlargements now located on several walls throughout the JI buildings? This is the

start of a plan to build visual displays showing the "JI in action." Pat Ross, Dean of Educational Services Division, organized the project and over the next year will make continued efforts to add to the collections. As well, the library has agreed to begin an "archive" project to catalogue and store the original prints and negatives so that we can access them as we need examples of our activities for reports, publications and promotional materials. □



Photo: Tony Williams