Principal Researcher(s)

Dominique Cloutier

Advisor

Nora Houlahan

Instructor

Florence Daddey

Research Field

Police training

Program

BLES

Course

LAWS
4003

Funding Sources

N/A: Course-based
Project.

What do police recruits learn from acting in scenarios?

Introduction:

Since 2016, the Justice Institute of British Columbia Police Academy started following a new curriculum where junior recruits participate as actors in senior recruit scenarios. The purpose of this change is to promote learning in a competency-based educational approach. In this research, I am exploring the possible outcomes of acting in scenarios and determining if the curriculum is effectively promoting learning.

The Study:

This research is composed of a qualitative data analysis; a literature review was conducted through the JIBC library EBSCO host database in order to find what recruits may theoretically learn from being part of scenarios, as well as the analysis of redacted debrief forms completed by 48 recruits from the Class 154 of the JIBC Police Academy. I analyzed the data using the NVivo version 11.4.3 software to identify the common themes that emerged and compared them with the literature.

Results/Findings:

Recruits are developing behavioural skills, tactical skills, communication skills, teamwork skills and proper body positioning from acting in scenarios, they are tacitly learning from the mistakes and success of their senior cohort in a stress-free environment and the knowledge and skills that they gain from acting in the scenarios effectively contributes to the development of the key constable competencies required for successful completion of municipal police training at the JIBC Police Academy.

Recommendations/Conclusions:

I came to the conclusion that the new curriculum is successfully promoting learning in a competency-based education approach and would recommend maintaining junior recruits to act in scenarios.

Structured Abstract

Introduction: This research is analyzing the learning outcomes of police recruits gain from acting as victims/suspect during scenarios as part of the new JIBC Police Academy curriculum implemented in 2016.

Methods: This research was conducted in qualitative approach. The researcher conducted a literature review of Oliva, J. R. & al. (2010), Haberfeld, M.R. & al. (2012), Andersen, J. P. & al. (2016), Stanyon, W. & al. (2014) and Rosenbaum, D. P. & al (2017) through the JIBC library EBSCO host. Ethics approval was obtained by the Justice Institute of British Columbia Ethics Review Committee file # JIBCER2018—04-PRLA for the researcher to analyze debrief forms completed by class 154 junior recruits. The data was analyzed using NVivo version 11.4.3 software to identify the common themes that emerged and the results were compared with the literature to find any correlation.

Results/Findings: Recruits are developing behavioural skills, tactical skills, communication skills, teamwork skills and proper body positioning from acting in scenarios, role-playing training model is an effective method for recruits to learn de-escalation skills, role-playing programs are effective to increase behavioural skills, participating in scenarios builds teamwork and leadership skills, scenarios are the best way to simulate stressful situations and gain the proper skills set, and simulations can help recruits to learn how to interact and gain confidence.

Discussion: From this research, it was concluded that class 154 recruits are tacitly learning from the mistakes and success of their senior cohort, they are greatly benefiting from acting in the scenarios, being actors helped them to acknowledge the importance of building rapport, as well as developing behavioural skills, tactical skills, communication skills, teamwork skills and proper body positioning during encounters.

Practical Applications: The knowledge and skills that junior recruits gain from acting in the scenarios of senior recruits effectively contributes development of the key constable competencies required for successful completion of municipal police training at the JIBC Police Academy.

References:

Andersen, J. P., Pitel, M., Weerasinghe, A., & Papazoglou, K. (2016). Highly Realistic Scenario Based Training Simulates the Psychophysiology of Real World Use of Force Encounters: Implications for Improved Police Officer Performance. *Journal Of Law Enforcement*, *5*(4), 1-13.

Haberfeld M.R., Clarke C. & Sheehan D. (2012). *Police Organization And Training: Innovations In Research And Practice. Policing, 7*(1), 118-120.doi:10.1093/police/pas051

Oliva, J. R., Morgan, R., & Compton, M. T. (2010). *A Practical Overview of De-Escalation Skills in Law Enforcement: Helping Individuals in Crisis While Reducing Police Liability and Injury.* Journal of Police Crisis Negotiations, *10*(1-2), 15-29. doi:10.1080/1533258100378542

Rosenbaum, D. P., & Lawrence, D. S. (2017). *Teaching procedural justice and communication skills during police–community encounters: Results of a randomized control trial with police recruits.* Journal of Experimental Criminology, *13*(3), 293-319. doi:10.1007/s11292-017-9293-3

Stanyon, W., Goodman, B., & Whitehouse, M. (2014). Using simulation to educate police about mental illness: A collaborative initiative. *Gateways: International Journal Of Community Research And Engagement*, (1), 52.