A Problem-Based
Learning Manual
for Training and Evaluating
Police Trainees

training
standard

A Problem-Based Learning Manual
for Training and Evaluating Police Trainees

This document is intended for use in the post-academy training of police trainees.

It is a companion to these other training materials in the Police Training Officer Series:

PTO Manual

Trainee Manual

Overview and Introduction

COPS

COMMUNITY ORIENTED POLICING SERVICES
U.S. DEPARTMENT OF JUSTICE

acknowledgements

introduction

The following training standard outlines 15 problem-based learning (PBL) instruction blocks for delivering the Police Training Officer (PTO) program, and one block for evaluating this training course. Accompanying this training standard is a PTO manual. There are two versions of this manual: one for the training officer and the other for the trainee. At the conclusion of this course, students should be proficient in how the program functions, how to use the PTO manual, and how to instruct police trainees using PBL. There are four factors that will ensure this program's success.

- **PBL instruction is <u>not</u> like other forms of teaching.** It is important that instructors of any PBL course (called facilitators) are fully trained in methods of problem-based learning.

- **Officers who take on the job of training officer should have adequate police experience.** The specific length of service will be determined by each agency, however it is suggested that agencies establish a reasonable minimum experience level.

- **Throughout the course, students will work on a Course Development Problem.** Modeling the PBL method during instruction is the best way to help students discover the effectiveness of PBL. To accomplish this, facilitators present a "Course Development Problem" for group study at the start of the course. Time is provided throughout the course to work on resolving the problem. Facilitators must avoid lecturing to the material. They should make every effort to encourage self-discovery by using the Course Development Problem to focus on the material.

- **Stick to the program.** There are some golden rules for PBL instruction that will help facilitators. Facilitators should make every effort to adhere to these guidelines. They fall into three categories: the role of a PBL facilitator, classroom protocol, and group dynamics.

golden rules for PBL instruction: a guide for facilitators

The Role of a PBL Facilitator:

- **Remember to be a facilitator!** In PBL, self-directed learning is paramount. Even when delivering a lecture, keep in mind that PBL aims to get students to learn on their own terms.

- **Avoid role shifting.** A facilitator will continually be asked to be the authority and expert. It's true that facilitators have expert knowledge, but in becoming the "sage on the stage," students may be less likely to accept responsibility for their own learning. Stay focused on the facilitation role.

- **The Course Development Problem.** Begin each course with a presentation of the Course Development Problem. Review this problem each day and ask the class to write in journals about what they have learned to help them address the Problem.

- **Describe outcomes first.** Describe the learning outcomes for each block of instruction at the beginning of the block. Use these outcomes as a check during various points in each learning block. Review them at the end of the block. If students do not understand any of the outcomes, record their questions and cover them at a later time. All questions will need to be answered before the end of the course.

- **Use resources creatively.** Facilitators are encouraged to use commercially produced movie clips, case studies, and other resources as might be appropriate to enhance instruction. (Instructors are responsible for getting all copyright permissions required for reprints and viewing.)

Classroom Protocol:

- **Don't leave!** One facilitator should be in the room at all times.

- **Don't interrupt!** When not directly facilitating groups or presenting material, facilitators should avoid disrupting the class, such as talking at the back of the room.

- **Ask challenging questions.** Rhetorical and close-ended questions by facilitators have very limited use during lectures and should be kept to a minimum.

- **Keep them awake.** Pay special attention to the students' body language. If they need a break, give them one. Don't *lecture to the course schedule* in order to finish on time; the material can wait until the students are ready.

Group Dynamics:

- **Watch the groups.** Group work is used extensively in this program. PBL instructors should be skilled in instructional techniques for group dynamics. The first group session should begin with brief introductions. Group members should offer a few words about themselves. Pleasantries are important. During the course, group conflict may arise and facilitators need to watch for this and use group management techniques to resolve problems. Reiterate that the group purpose is to "work the problem," not gossip. Facilitators must not be unengaged during group sessions. They should not intervene, but offer assistance when necessary. Remember, facilitators are there as a resource.

description of the program

This training standard outlines a 40-hour course for Police Training Officers (PTOs). It teaches them how to help their trainees apply policing and problem-solving skills in a 15-week post-academy training program.

The PTO model is specifically designed for agencies engaged in the community-oriented policing and problem solving (COPPS) service delivery method. At each stage of the PTO model, the trainer and trainee apply problem solving to their job tasks.

course outcomes

Facilitators should present these course objectives at the beginning of the course. During the PTO course, students will do the following:

- Engage in adult learning techniques. Trainees apply the PTO manual to their training within the PBL context: cooperative learning, group work, scenario-based exercises, and lecture formats.

- Study the Learning Matrix cells within the PTO model and alter them, when appropriate, to meet local agency needs.

- Engage in problem-based learning as a method to organize their study of both the matrix and the program's evaluation models.

- Incorporate research on new education movements into their training plans, including research on PBL.

- Develop resources for Learning Activity Packages.

- Practice using evaluation methods and forms during scenario and PBL training.

- Employ current technology, including the Internet and automated computerized systems.

- Teach classmates relevant information on emotional intelligence, multiple intelligence, and conflict resolution for use in their training program.

- Design, create and/or review Learning Matrix binders.

- Evaluate this training course.

training
standard
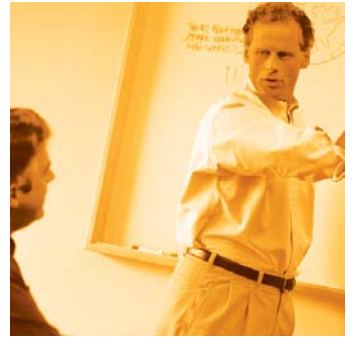
day 1

block 1
course introduction

TIME: 1-3 hours

OUTCOMES:

Students should be able to complete the following:

- Describe the basic purpose of a new post-academy training course for police trainees.
- Describe the format and schedule for the 40-hour PTO course of instruction for trainers.
- Explain adult learning techniques as they will be used in this PTO course. These include the journal writing process, problem-based learning, cooperative learning, scenario-based exercises, role-playing, and lectures.
- Describe some of the basic differences between this PTO program and more traditional field training officer programs, such as the San Jose model.

RESOURCE MATERIALS:

- PowerPoint presentation
- Flip chart
- Flip chart diagram of "Training Program Structure"
- Flip chart diagram of "Course Outline"

HANDOUTS:

- Course overview/outcomes
- Chapter 3 from *Emotional Intelligence* (Goleman, 1995)

LEARNING METHODS:

- Lecture
- Brainstorming exercise

EVALUATION:

- Self/journal

COURSE MATERIAL:

Course Introduction

Distribute the handouts before introductions.

Facilitators introduce themselves and ask for a brief introduction from course students.
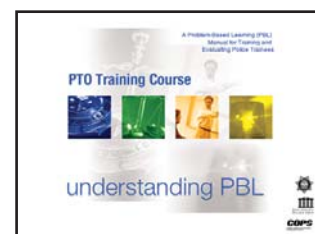
Course facilitators direct students' attention to the PTO manual and refer to the "**Program Structure Diagram**." This diagram describes the timeline for the entire 15-week program and will provide an initial overview of the program.

The facilitators should also display a large flip chart that is placed on the wall in front of the class with the Course Structure for the next five days and all the blocks of training. Facilitators should briefly describe the course objectives and review each of the 15 training blocks. This is described as a "roadmap" for this class. Facilitators tell the class that the blocks of training can be reordered based on the particular needs of the class. The blocks can also be expanded or reduced in length, as needed.

Facilitators should also describe the role of **journal writing** in this course, and throughout the PTO program.

1. Journal writing is done each day to record the trainee's learning, things the trainee needs to know, and any other learning issues that arise.

2. The trainee's journal is legally discoverable in some jurisdictions; therefore it should be kept professional and straightforward. However, it is fundamentally a person's personal record of his or her own learning. It is a critically important part of the learning process and should not be considered an "extra."

3. The trainee's journal is NOT read by the trainer, and vice versa. However, the trainer can ask if the trainee is keeping up with entries and whether there are outstanding learning issues with which the trainee wishes to deal.

Main points:
- *Purpose of journal writing is not to replace Daily Observation Report (DORs), but to jog memory and record perceptions related to "learning"*
- *NOT A CHECKLIST*
- *Focus on emotional intelligence and conflict resolution*
- *Include areas of positive and negative trainee performance*

Introduction of Course Development Problem
Students then receive a copy of the Course Development Problem. Facilitators advise them to read the problem. This problem is also on a large flip chart and is placed in front of the class.
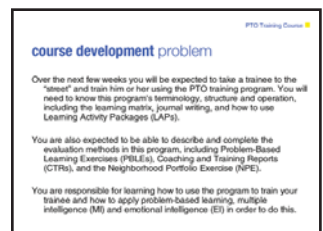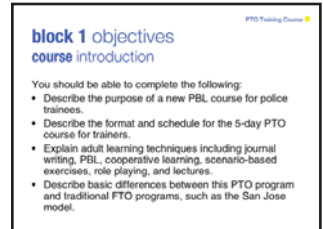
"Over the next few weeks you will be expected to take a trainee to the 'street' and train him or her in the PTO training program. You will need to know this program's terminology, structure and operation, including the learning matrix, journal writing, and how to use Learning Activity Packages (LAPs). You are also expected to be able to describe and complete the evaluation methods in this program including Problem-Based Learning Exercises (PBLEs), Coaching and Training Reports (CTRs), and the Neighborhood Portfolio Exercise (NPE). You are responsible for learning how to use the program to train your trainee and how to apply problem-based learning, multiple intelligence and emotional intelligence in order to do this."

Facilitators describe how this problem relates to the course.

Facilitators then describe this PBL course and provide the following:

- *Overall outcomes of the PTO program*
- *Diagram of the training program structure (display on flip chart)*
- *Diagram of PTO course (display on flip chart)*

Introduction of "Ideas" Portion of the PBL Process
Facilitators ask students to take a few minutes to write down "ideas" about how they will resolve the Course Development Problem in their individual journals. Each student will use his or her journal to continually refer back to the problem. By the end of the course, they will have created a specific plan to deliver the PTO manual and facilitate the learning of their trainees. They will also record questions about what they think will happen in the program. Facilitators should emphasize that it does not matter if they "get it right." They are simply being asked to list their ideas.

Lecture
- *Explanation of learning styles offered in this course*

PBL Course Format
Facilitators describe the format for the course of study. At this point, trainers list each block of training in detail on a chart in front of the class and place the flip chart sheets on the wall. Each day of the course the facilitators highlight where the last block of instruction ended and refer class students to the outcomes—those covered and those yet to be covered.

Facilitators read aloud the "recruit parking lot problem." Facilitators ask the class to record the problem in their journals and brainstorm ideas about what they would do with their recruit. Facts are listed on a board.

• *The Recruit Parking Lot Problem:*

You are on patrol and receive a radio call regarding ongoing theft and vandalism issues in a parking lot. Your recruit responds to the symptoms of the issue but is not dealing with the root causes of the problem. Your recruit is an excellent incident responder, but shows no interest or initiative in becoming a problem solver. Your recruit is satisfied taking reports and does not think anything else should be done.

Facilitators highlight the difficulty PTOs will experience when presenting problem-oriented policing to their trainees. This leads to a discussion about

• reasons for changing to the new PTO model;

• the differences between going through a process **with** the trainee, as opposed to training **to or for** the trainee;

• differences with the San Jose model; and

• reasons for changing the traditional FPO model.
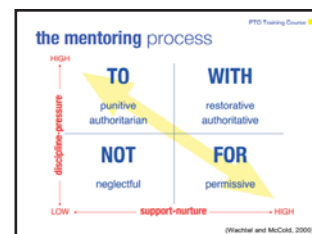
Points to prompt discussion:

Q: Can I do PBL in other field-training models?

A: No. Other training models are evaluation-based. Their strength lies in the evaluative process. The PTO model is a training-based, adult learning model. It is rooted in the needs of the learner.

In evaluation-based models the training officer does not need to engage the learner to the same extent that is required in PBL.

Non-collaborative trainers are less likely to remain as training officers in the PTO model because the model calls for trainer/trainee cooperation.

Facilitators ask students to turn to the comparison chart of the San Jose model at the back of the PTO manual.

* Comparison chart of the San Jose and PTO models

block 2
what is PBL?

TIME: 2 hours

OUTCOMES:
Students should be able to complete the following:
- Describe the concept of problem-based learning, its history and its major components, such as the learning process.
- Explain how problem-based learning applies to post-academy police training.
- Describe new education research as it applies to PBL, including concepts like transference of learning and emotional intelligence.
- Describe problem-based learning as a teaching method.

RESOURCE MATERIALS:
- PowerPoint presentation
- Video clip: As a supplemental teaching tool, instructors may consider using a video clip that illustrates a teacher using different styles of teaching (e.g., communicating through music or pictures, or having the students engage in a physical activity) to help different types of learners.

HANDOUT:
- LAP on problem-based learning

LEARNING METHODS:
- Reading
- Classroom discussion
- Socratic lecture

EVALUATION:
- Self/journal

COURSE MATERIAL:

LAP Reading Exercise
Facilitators assign a LAP about PBL to the students so that they can answer their trainee's questions. They are asked to read the material and take notes.

At the conclusion of the LAP reading exercise, facilitators ask class members to highlight three points within the LAP that they feel are significant for use in training. They then discuss these points with a partner.

block 2 objectives
what is PBL?

You should be able to complete the following:
- Describe PBL, the concept, history and the learning process.
- Explain how PBL applies to post-academy police training.
- Describe new education research as it applies to PBL, including transference of learning and emotional intelligence.
- Describe PBL as a teaching method.

Lecture on PBL
Facilitators then deliver a PowerPoint lecture about PBL.

- Dewey

- Answer to Dewey

- What is PBL?

How Does PBL Work?

- The learning takes place in the context of a problem: e.g., How do I stop a car?

- The problem has real-world significance

- Trainees speculate, formulate and deliberate during initial stage ("ideas" step)

- Trainees discuss what they know ("facts" step) and what they need to know ("learning issues" step)

- Training officer facilitates and coaches

- Trainees collaborate to set action plan in place. Trainer requires a performance outcome ("action plan" step)

- Selecting the problem is a key step

Key Findings:

- Learners arrive with preconceptions of the world. If their initial understandings are not engaged, they will not learn the new material, or they may learn it just for the purposes of the test (Bransford et al., 2000).

- To develop competence, learners must

  - have a deep foundation of factual knowledge;

  - understand facts and ideas in a conceptual framework; and

  - organize the knowledge for easy retrieval and application.

Transference of Learning

- People must achieve a threshold of initial learning before transference can occur

- "Time on task" isn't as important as quality of practice while on task

- Learning with understanding is more likely to promote transference of new skills than memorization

- Knowledge must be taught in a variety of contexts

- All learning involves transference from previous experience
- Occasionally transference is impeded by previous knowledge
- Family/Friends/Mentors are especially good at helping with transference and community connection-formal facilitators less so because of fewer shared life experiences

Facilitators continue lecture.
- PBL in Relation to Other Methods
- Knowles' Principles of Adult Learning
- Problem-Based Learning

Problem-based learning bullets
- History of PBL
- PBL Technique:
  - Ideas
  - Known facts
  - Learning areas
  - Action plans
  - Problem and process evaluation

Facilitators continue lecture.
- Accounting for Various Types of Intelligences in Police Training
- Emotional Intelligence
- EI in Policing
- Other Strategies to Support PBL

Video Clip

As a supplemental teaching tool, instructors may consider using a video clip. Find a clip that illustrates a teacher or a coach using different styles of teaching to help different types of learners. For example, a coach or teacher communicating through music or pictures, or a teacher engaging his or her students in a physical activity.

Day 1 Lunch Break

block 3
introduction to the PBL training program and the manual

TIME: 2 hours

OUTCOMES:

Students should be able to complete the following:
- Describe the Learning Matrix that is used in the PTO model and the main components of this matrix such as Core Competencies and Substantive Topics
- Explain the main teaching and evaluation methods used within the PTO model, including the Problem-Based Learning Exercises (PBLEs), the Neighborhood Portfolio Exercise (NPE), and Learning Activity Packages (LAPs)

RESOURCE MATERIAL:
- PTO manual

LEARNING METHOD:
- Cooperative learning exercise

EVALUATION:
- Self/journal

COURSE MATERIAL:

Introduction to the PTO Program and Training Manual

This cooperative learning exercise covers five topics within the PTO program. Each expert group member will teach his or her assigned topic to the colleagues in his or her home group. The cooperative learning exercise is conducted in the following fashion:

First, the class is subdivided into equal-number groups. These are designated the "home groups." Members of the groups introduce themselves.

Next, the home group members number themselves from one (1) to five (5) (assuming, for this example, that there are five topics to be covered) so that each of them joins with similar-numbered people from other home groups. For example, all the number ones, twos, threes, fours, and fives would meet. These new groups are called "expert groups."

The expert groups receive resource material on a particular topic, or in this case they turn to the segments of the PTO manual that pertain to their assigned topic. They must read, discuss, write and teach. In other words,

block 3 objectives
introduction to the program

You should be able to complete the following:
- Describe the Learning Matrix in the PTO model, and its main components such as Core Competencies and Substantive Topics.
- Explain the teaching and evaluation methods used in the PTO model, including the Problem-Based Learning Exercises (PBLEs), the Neighborhood Portfolio Exercise (NPE), and Learning Activity Packages (LAPs).
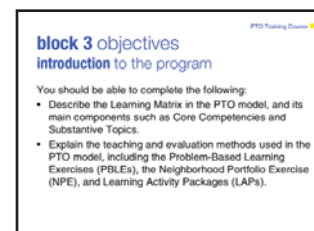
first they read the pertinent material. Then they discuss the most relevant points and write those points down.

Finally the expert group members return to their original home groups and each individually teach their topic and share material from their expert group with their home group colleagues.

Steps:

1. Set up class into home groups of five.

2. Students number themselves one to five.

3. Class separates into expert groups in the following order;
   #1 = Problem-Based Learning Exercises, #2 = Core Competencies,
   #3 = Learning Activity Packages, #4 = Neighborhood Portfolio
   Exercise, #5 = Substantive Topics.

4. Each expert group reviews its area of the PTO manual.

5. Each expert group should consider the following issues:
   • Where are all references to this topic found in the manual?
   • What is the function of the topic within the program?
   • When does that topic occur during the program?
   • How might the PBL technique (Ideas, Known Facts, Learning
     Issues, Action Plan and Evaluation) be taught during that topic?

6. Each member of the expert group prepares an agreed-upon set of answers to the above questions and prepares to teach his or her own home group using whatever learning method he or she chooses.

7. The expert group members then return to their home groups and provide a summary of their topic and discussions.

Facilitated plenary discussion

IMPORTANT: When the home groups are finished, the course facilitators conduct a brief plenary discussion to summarize and clarify any points still outstanding. Facilitators outline that these are the technical mechanics of the PTO program; however, the method by which it works is the PBL technique and having trainees partner with community resources/groups to solve the PBLEs.

block 4
introduction of the PBLE

TIME: 1½ Hours

OUTCOMES:

Students should be able to complete the following:
- Describe the various PBLEs used in the PTO model
- Apply the PBLE as a learning method for trainees during post-academy training

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RESOURCE MATERIALS:
- PTO manual
- Video clip: As a supplemental teaching tool, instructors may consider using a video clip that illustrates a leader rectifying a confusing situation by encouraging a team or class to focus on the specific problem at hand—therefore working through a problem by remedying its root cause.

LEARNING METHOD:
- PBL group exercise

EVALUATION:
- Self/journal
- Group evaluation

COURSE MATERIAL:

Video Clip

As a supplemental teaching tool, instructors may consider using a video clip. Find a clip that illustrates a leader rectifying a confusing or chaotic situation by encouraging a team or class to focus on the specific problem at hand and its root causes. Emphasize working through the problem. This is the strength of problem-based learning.

block 4 objectives
introduction to the PBLE

You should be able to complete the following:
- Describe the various PBLEs used in the PTO model.
- Apply the PBLE as a learning method for recruits during post-academy training.
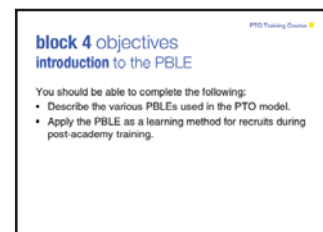
PBLE Group Exercise

Facilitator divides the class into groups of five or fewer students. Each group receives a problem-based learning exercise from the PTO manual and moves through the steps listed below. These steps follow the same PBL format they will use with their trainees. The problem assigned must be addressed from the perspectives of both the trainer and the trainee.

1. Discuss and record what makes this problem an ill-structured problem.
2. Discuss and record ideas that the trainee may offer to solve the problem ("ideas").

3. Discuss and record what known facts the trainee should note from the problem ("facts").
4. Discuss and record, as comprehensively as possible, the learning issues the recruit should identify ("learning issues").
5. Discuss and record possible action plans the trainee may offer to solve the problem ("action plan").

Each group presents their findings to the whole class.

Facilitators should then explain the role of evaluation and introduce the Day 2 topic.

Day End Review
Facilitators introduce "known facts" portion of the PBL process.

Facilitators ask the class to take 15 minutes to individually record in their journals all the "facts" they learned from the day's lessons, as well as whatever previous knowledge they brought. Facilitators describe that the "known facts" relate directly, or indirectly, to the Course Development Problem.

Facilitators explain that the class members must provide detailed descriptions about what they know, rather than simple "bullets." The reason for the detailed description lies in the fact that if they cannot write (say) it, they cannot teach it. The facilitators must emphasize this point.

End of Day 1

day 2

recap discussion and revisit
the course development problem

TIME: 15 minutes
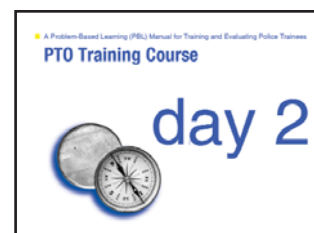
block 5
emotional intelligence and conflict resolution styles

TIME: 3½ hours

OUTCOMES:
Students should be able to complete the following:
- Discuss the importance of emotional intelligence and multiple intelligence in recruit training and why trainers need to incorporate these concepts into training
- Explain and apply the basic concepts of conflict resolution in the post academy training of trainees

RESOURCE MATERIALS:
- *Emotional Intelligence* (Goleman, 1995)
- *Multiple Intelligences* (Gardner, 1993)
- PowerPoint presentation
- Internet access
- Video clip: As a supplemental teaching tool, instructors may consider using a video clip that illustrates a teacher or coach getting a group to overcome an emotional barrier in order to begin working together successfully.

HANDOUTS:
- A simple search of the Internet will reveal tests and information that the facilitators may wish to use with the class. For this section, facilitators should choose a balance of quizzes or questionnaires that will engage the class, as well as any informational handouts that they feel are necessary, using the following search topics:
  - multiple learning styles
  - emotional intelligence (EI)
  - multiple intelligence(s) (MI)
  - conflict management styles

LEARNING METHOD:
- Lecture

GROUP WORK:
- Individual exercise/tests

EVALUATION:
- Self/journal

COURSE MATERIAL:

Facilitators should be aware and make the class members aware of the multiple styles of learning that various members of the class, and the trainees, will exhibit. To emphasize the point, facilitators distribute any emotional intelligence or multiple intelligence quizzes that they have selected from the Internet, and give the class time to complete the tests. Instructors may also wish to distribute any materials they wish to use relating multiple intelligences to learning styles.

Video clip

As a supplemental teaching tool, instructors may consider using a video clip. Find a clip that illustrates a teacher or coach getting a group to overcome an emotional barrier in order to begin working together. Facilitators make the point that the emotional immaturity of the group or team was hindering its progress, and that only by getting everyone to accept each other and work together on an emotional level was the group able to achieve success. It is the same for learners of all types, and understanding emotional intelligence is important for trainers.

PowerPoint Presentation and Lecture

Facilitators discuss difference between IQ and EI.

Biological Impulses

What is EI?

- Biological impulse and fight or flight
- Anger
- Happiness
- Surprise
- Disgust
- Fear
- Love
- Sadness

Facilitators discuss use of MI and EI with students.
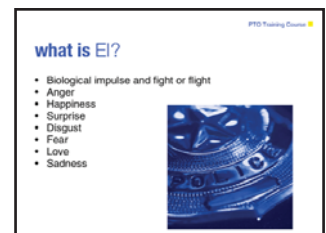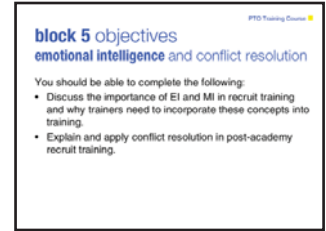
Know Thyself

- Strengths and weaknesses
- Performance limitations
- Prejudices and biases
- Values
- Teaching and learning styles

Conflict Resolution

Instructors distribute any Internet handouts on different styles of conflict management and give students time to read these materials.

Facilitators continue lecture.

- Communication
- Resolution Skills - forcing, collaboration, compromise
- Resolutions Skills - avoiding, accommodation
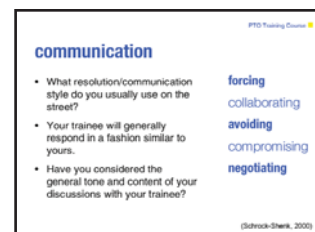
Facilitators role-play two different "Conflict Resolution" styles with practice scenarios. One example will include "forcing," the second "compromise."

Once the role plays are finished, each student will complete the following exercise:

Individual exercise. Each student will:

1. Write out at least three examples of situations in which they have used various conflict resolution strategies during recruit training;

2. Assess whether the strategy used was the most effective;

3. Consider whether using another conflict resolution strategy may have been more effective; and

4. Work with a partner to develop three different teaching methods to illustrate conflict resolution strategies for their trainees.
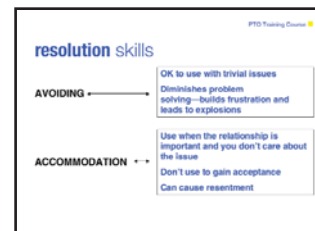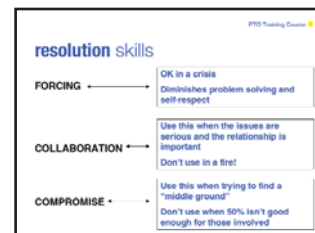
Day 2 Lunch Break

block 6
evaluation

TIME: 1 hour

OUTCOMES:

Students should be able to complete the following:
- Describe the main evaluation methods used and describe how they are applied to evaluate trainees in the PTO model, including
  - the NPE;
  - the weekly Coaching and Training Reports;
  - the PBLE; and
  - the Mid-Term and Final Evaluations.

RESOURCE MATERIAL:
- PTO manual

LEARNING METHODS:
- Lecture
- Question and answer period

EVALUATION:
- Self/journal

COURSE MATERIAL:

Evaluation Lecture

This is a brief introduction to the various forms of evaluation used in the program. The facilitator asks students to turn to the section of the PTO manual with the chart of each evaluation method. The facilitator then asks students to use this chart to examine each of the evaluation forms in the manual and then formulate a list of questions for Q and A.

The facilitator describes the various evaluation methods and timelines in the PBL model.

The different methods of and timelines evaluation to be described include the following:

- *Neighborhood Portfolio Exercise—end of program*
- *Problem-Based Learning Exercises—each phase*
- *Coaching and Training Reports—weekly*
- *Mid-Term and Final Evaluation—after 7th and 14th weeks*
- *(Additional Optional Evaluation: Trainee cohort learning groups)*

Facilitators should ensure that they understand that the journals are not part of the formal evaluation process. It is crucial that this evaluation system does not return to daily observation reports, which are contrary to the training methodology.

block 7
PBLE

TIME: 2 hours

OUTCOMES:
Students should be able to complete the following:
- Describe to a trainee, and know how to apply, the PBLE
- Create a plan for implementing a PBLE within a phase of training in the PTO model

---

RESOURCE MATERIAL:
- PTO manual

LEARNING METHODS:
- Individual study
- Role-play (freeze frame)

EVALUATION:
- Self/journal

COURSE MATERIAL:

Learning to Explain the PBLE Evaluation Process

Facilitators present the following problem to the class:

Problem:
Over the next few weeks, you will be expected to take a trainee on the street and train him or her in the PTO training program. You will begin training using the PTO model and you will assign problem-based learning exercises (PBLEs). You will no longer use daily observation reports, but in your role as training officer you must evaluate your trainee.

Prepare an explanation for your trainee on how the PBLE works, how it is administered, and how it will be evaluated. Your answers should be clear and concise. Above all, your explanations should help your trainee understand how they might actually do a PBLE and why the PBLE is so important in the training process.

> **block 7** objectives
> PBLE
>
> You should be able to complete the following:
> - Describe and know how to apply the PBLE in post-academy recruit training.
> - Create a plan for implementing a PBLE within a phase of training in the PTO model.

The four PBLEs are found in each of the four phases of training:
1. *Emergency Response*
2. *Non-Emergency Response*
3. *Patrol Activities*
4. *Criminal Investigation*

Each person is assigned the task of reading all four PBLEs and PBLE evaluation forms. Students should prepare explanations for the PBLE process. Students will present their explanations to facilitators during a role-play exercise in front of the class.

Each student must individually prepare succinct answers, as though they were responding to a trainee's following questions:

- What is a PBLE?
- When will I respond to the PBLE during that phase of training? When will I get time?
- How do I use the actual PBL process to tackle this problem?
- How will I involve the community in the PBLE?
- How will I be evaluated?
- When does the evaluation take place?

Once the class has been given 45 minutes to prepare their explanations, facilitators randomly select a number of class students to participate in a role-play in front of the class. The facilitators play the role of a trainee who is asking questions, and the class members play the role of trainers who use their prepared explanations to answer. If possible, class members should be encouraged to use their own words to answer, rather than written notes.

This role-play is conducted in "freeze frame" fashion. In other words, after the first trainer is asked the first few questions, the alternate facilitator waits for the trainee to ask the next question, but before the trainer answers, he or she calls "freeze." The class member playing the role of trainer is replaced with another member of the class who must carry on the role-play and answer the question just asked.

This "freeze frame" role-play continues until all questions are answered and a number of the class members have provided a variety of answers to each of the questions. Facilitators should ask the same questions of different class members in order to hear different explanations. This will help other class members further develop their own answers.

Once the role-play has finished (about 30-40 minutes), facilitators will ask students to write what they have learned into their journals, including any unique or creative answers to PBLEs they heard during the role-play. They are advised that these answers can be used during their training to help trainees understand the PBLE process.

Day End Review

End of Day 2

day 3

recap discussion and revisit
the course development problem

TIME: 15 minutes

block 8
learning matrix familiarization

TIME: 3 hours

OUTCOMES:
Students should be able to complete the following:
- Describe the Learning Matrix and the different components of the matrix cells
- Explain the four Substantive Topics, their content and length
- Develop some innovative ways to introduce the content in each of the Substantive Topics to trainees.

RESOURCE MATERIALS:
- PTO manual
- Blank paper
- Flip chart

LEARNING METHOD:
- Cooperative learning

EVALUATION:
- Self/journal

COURSE MATERIAL:

Matrix Familiarization Exercise
This cooperative learning exercise covers the four phases of training within the Learning Matrix. Each expert group member will teach his or her assigned phase to their colleagues in their home group. The cooperative learning exercise is conducted in the following fashion:

First the class is divided into equal-number groups. These are designated the "home groups." Members of the groups introduce themselves.

Next, the home group members number themselves from one (1) to four (4) (assuming, for this example, that there are four topics to be covered) so that each of them joins with similarly numbered people from other home groups. For example, all the number ones, twos, threes and fours would meet. These new groups are called "expert groups."
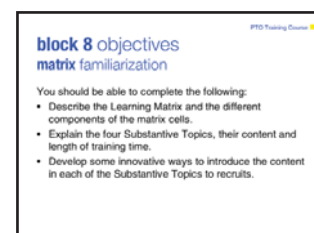
The expert groups turn to the segments of the PTO manual that pertain to their assigned phase. They must read, discuss, write, and teach. In other words, first they read the pertinent material, and then they discuss the most relevant points and write those points down. When they return to their home groups, each will individually teach the material.

Finally, the expert group members return to their original home groups and teach their topic and share material with their home group colleagues.

Steps:

1. Set up class into home groups of four.

2. Students number themselves one to four.

3. Class separates into expert groups in the following order: #1 = Non-Emergency Incident Response, #2 = Emergency Incident Response, #3 = Patrol Activities, #4 = Criminal Investigation.

4. Each expert group reviews its area of the matrix in the manual, and the corresponding weekly Coaching and Training Report (CTR) form.

5. Each expert group should consider the following issues:
   • The best way to train in this particular topic (e.g., select radio calls in that topic area and provide case studies from previous calls)
   • Identify some strengths and weaknesses in teaching this topic area

6. Each expert group also examines the weekly Coaching and Training Reports.

7. The expert group members then return to their home groups and provide a summary of their expert group discussions.

Plenary discussion facilitated by facilitator

IMPORTANT: When the home groups are finished, the course facilitators conduct a brief plenary discussion to summarize and clarify any points still outstanding.

Course facilitators should reiterate, and write onto a flip chart pad placed prominently on the wall, that the Learning Matrix and the CTRs are flexible and able to adapt to local needs

Day 3 Lunch Break

block 9
building the matrix

TIME: 3 Hours

OUTCOMES:

Students should be able to complete the following:
- Produce a Learning Matrix binder for their organization with relevant departmental operating procedures, regulations, and other material included as necessary.

RESOURCE MATERIALS:
- PTO manual
- Empty binders with 25 dividers each
- Copies of agencies' Standard Operating Procedures (SOPs) for each learner
- Flip chart

LEARNING METHOD:
- Cooperative learning exercise

EVALUATION:
- Self/journal
- Group

COURSE MATERIAL:

Facilitators explain that in this exercise students will assign their own specific SOPs, regulations, local laws, and training materials to each Learning Matrix cell.

The simplest way to complete the exercise in the time given is for each of the four groups to further assign a small number of matrix cells to a few group members and have them create a list of relevant SOPs. When this is finished, the group will come together and put all the lists into one master list for their assigned phase of the Learning Matrix.

Facilitators should draw a sample list on a flip chart to show what each group's final product will look like. If possible, class members should be encouraged to produce their lists electronically in word processing format so that each agency can more easily combine all the group lists into one matrix binder.

block 9 objectives
building the matrix

You should be able to complete the following:
- Produce a Learning Matrix binder for your organization with relevant departmental operating procedures, regulations, and other material included as necessary.
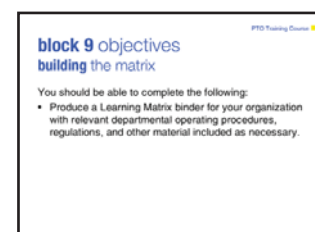
Group Assignment: Creating Matrix Binders

1. Facilitators place students into four groups.

2. Facilitators assign a Substantive Topic area to each group. The groups review all of their agency's relevant local SOPs, regulations, local laws, state and federal laws, or training materials and determine which ones most reasonably fit into each cell of their Substantive Topic area (NOTE: it is possible to place some SOPs into every cell, such as ethics. However, this will make a confusing matrix. Instead, the group should decide where to best place each SOP in the most simple fashion possible. If necessary, a SOP can be placed into one cell, and a cross-reference listing can be placed in others to indicate a particular SOP refers to numerous cells.

3. The group members then insert each of these SOPs into a binder provided for this purpose. If the agency's SOPs and regulations are too cumbersome to compile in this way, it is also possible to simply create a list of each of the SOPs and regulations that apply to each of the cells.

4. When each group finishes creating their section of the binder, they reassemble as a class and compile a master binder. Electronic formats are preferable where computers are available.

5. Remember to reiterate that this binder is for trainee use. It will familiarize him or her with the most important SOPs, regulations, and any other training material, and it will do this in the context of the PTO Learning Matrix. Therefore, it should be kept simple, yet relevant. Where SOPs or regulations are duplicated in the cells, the students will decide the most appropriate placement of SOPs and regulations within the matrix cells. If an SOP or regulation requires placement in more than one cell, the students will write a reference describing where the SOP can be found in the binder.

On completion of the exercise, each group's list is forwarded to the PTO training coordinator for compilation into an agency Learning Matrix binder. Facilitators should reiterate that this matrix binder serves as a reference document for both the trainee and trainer throughout their careers. They will find SOPs, new laws, references, and any other material as it applies to each topic within the matrix cells. Ultimately, this binder will contain all required information used in policing, or references to where that information can be located.

Day End review

End of Day 3

day 4

recap discussion and revisit
the course development problem

TIME: 15 minutes

block 10
coaching and training reports (CTRs)

TIME: 3 hours

OUTCOMES:

Students should be able to complete the following:
- Describe to a recruit how to select an incident for evaluation and how to fill out the CTR
- Explain how the CTR is used to evaluate trainees each week
- Prepare a plan to schedule completion of the CTR on a weekly basis

RESOURCE MATERIALS:
- PTO manual
- Audiotape and player
- Exterior parking lot area with police vehicle and suspect vehicle
- Three scenario volunteers
- Two blank weekly CTR forms for each learner

LEARNING METHODS:
- Scenario exercise
- Group exercise

EVALUATION:
- Self/journal
- Group

COURSE MATERIAL:

Scenario Exercise

Facilitators play an audiotape of (or describe as would a police dispatcher) a dispatched radio call. *The dispatcher reports a drunk driver in a parking lot. The trainer and trainee arrive on-scene and observe the vehicle driving erratically.*

The facilitators then take the class to the parking lot of the police department where they observe a police vehicle pulling over a vehicle. (The two officers in the police vehicle and the single occupant of the DWI vehicle are
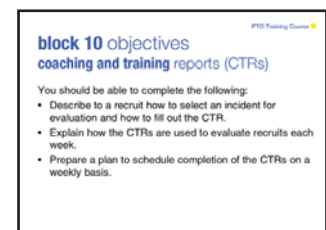
scenario volunteers playing these roles.) The class observes the incident and takes notes.

The incident contains a straightforward DWI stop, but also involves some mistakes by the actor/trainee who is driving the police vehicle. For example, the trainee may forget to notify the dispatcher of his or her location, or may forget to activate the emergency lights.

The two scenario volunteer officers approach the 'DWI driver', obtain grounds for arrest, and then arrest the driver. They place the driver in the police vehicle and drive around the corner out of sight from the class. The facilitator explains that they have just returned to the police station where a breathalyzer revealed a blood alcohol level of 1.8.

The facilitator then leads all the students back into the classroom.

Weekly CTRs
Facilitators conduct a discussion/lecture about the weekly incident evaluations, called Coaching and Training Reports. The facilitators and students should then turn to the first-phase sample PTR form.

Facilitators will describe a process whereby each week the trainee and the trainer together select an incident from that week relating to the Substantive Topic of that phase (e.g., Emergency Incident Response).

The trainee documents the incident, noting all relevant information from the circumstance. The trainee then completes the remainder of the evaluation by filling in the pertinent sections. The trainer may add into the Core Competency sections extra procedures that were, or were not, demonstrated successfully.

NOTE: One weekly Coaching and Training Report will suffice. Trainers may opt to add a second report when a trainee is having difficulty in a particular area. However, ensure that both the trainee and trainer have opportunities throughout the training to select incidents for evaluation.

Class activity:
1. *In pairs, students write up the parking lot scenario incident from the perspective of the training officer. Students then trade their write-ups with their partner.*

2. *Each partner fills out the evaluation form as though they were the trainee in the parking lot scenario.*

3. *When finished, each partner returns the form and fills out the "trainer*

comments" section on his or her own form from the perspective of the trainer.

4. *They discuss the weekly PTR form and make notes describing how they will use this form with their trainees.*

5. *They must record on the weekly Coaching and Training Report what sections of the Learning Matrix are relevant to this exercise. If a matrix section does not seem relevant, having the trainee consider the section and record why it was not particularly applicable is a valuable learning exercise.*

Day 4 Lunch Break

block 10 continued

TIME: 1 hour

Facilitators should recap in a plenary discussion about weekly Coaching and Training Reports and application of the matrix.

block 11
action planning—part 1: time management

TIME: 1-2 hours

OUTCOMES:
Students should be able to complete the following:
- Create a time-management plan for implementing the various components of the PTO program into one phase of training.

RESOURCE MATERIAL:
- Flip chart for a three-week period representing one phase of training

HANDOUT:
- Monthly time schedule handout

LEARNING METHODS:
- Lecture
- Group exercise

EVALUATION:

- Self/journal
- Group

COURSE MATERIAL:

Facilitators describe the "Action Plan" portion of the PBL method. Block 11 begins to help each class student create his or her own action plan for implementing the PTO program. Ultimately, each student needs to create his or her own Action Plan. However, this block of instruction will get PTOs started.

Facilitators should describe the Action Plan from the perspective of the Course Development Problem. The course students will begin formulating their Action Plans to implement their own individual PTO program by creating a time management plan.

Facilitators discuss the importance of proper time management during the PBL process. They provide previous examples of time management concepts. Facilitators should stress the importance of scheduling each of the following activities into a phase of training:

- Daily journal entry
- CTRs
- NPE
- PBLE
- CFS radio call workload
- Regular activities
- Court

The time management exercise is conducted in two phases:

Phase 1: Facilitators break the class into pairs. Each pair is asked to briefly create a realistic timeline for implementing the PTO program and all its components in a one-week period (the first week of a new trainee's training).

- They should discuss how much time to spend on each component, when to introduce each component, and what strategies they might use to find time.

- When this one-week schedule is complete, class facilitators conduct a brief (10 minute) discussion with feedback from the pairs.
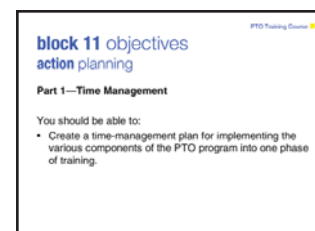
Phase 2: Each class member is asked to individually work on his or her own time schedule for a complete three-week phase of instruction (the first phase). They use the blank schedule handed out by the facilitator to fill in the appropriate days.

- After about 30 minutes, each person should have a rough draft of his or her own time schedule.

- Facilitators engage the class in discussion regarding the need for the PTOs to provide a similar time management exercise for their trainees. Facilitators recommend that the trainers do the template for the first phase, and the trainee is responsible for subsequent phases.

block 11
action planning—part 2: supervisor implementation planning

TIME: 1-3 hours

OUTCOMES:

Students should be able to complete the following:
- Describe how to coordinate and administer the various components of a PTO program, including
  - Mid-Term and Final Evaluations;
  - Board of Evaluators member selection; and
  - handling the required administrative paperwork to run the PTO program.

COURSE MATERIAL:

Facilitators help coordinate a planning meeting with key personnel to develop strategies for the outcomes listed above. Facilitators must describe the important roles of first-line supervisors and the Program Coordinator.

Typically, the Program Coordinator from the agency conducts this planning meeting.

Time can be scheduled during the lunch hour to discuss key roles, the Board of Evaluators (BOE), forms, and program administration. This discussion can also take place during course time if the agency so chooses.

If the PTO training is conducted with students from a number of different agencies, this part of Block 11 can be facilitated as a general discussion with the following points as topics:

- The role of first-line supervisors
- The flow of paperwork and evaluation forms
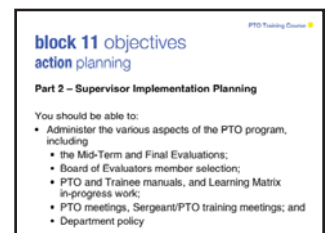
- The role of the PTO Coordinator
- The frequency and location of PTO meetings (it is suggested these occur every few weeks)
- The termination process and the role of the BOE

block 12
mentoring

TIME: 2 hours

OUTCOMES:
Students should be able to complete the following:
- Describe the importance of a "mentoring" approach in post-academy recruit training.
- Explain the role of ethics, failing forward, and character in the PTO mentoring process.

RESOURCE MATERIALS:
- Video clip: As a supplemental teaching tool, instructors may consider using a video clip that illustrates a mentoring situation.
- PowerPoint presentation

LEARNING METHODS:
- Lecture
- Group exercise

EVALUATIONS:
- Self/journal
- Group

COURSE MATERIAL:

Facilitators should solicit examples from the class of "problem trainees" and the strategies they used to address those problems in the past. Facilitators should then introduce the concept of "failing forward" and "mentoring" as training priorities.

Lecture on the Role of Mentoring

Facilitators lecture.
- The mentoring process
- Post-information age
- Effective Dialogue
- Mentoring for Effective Communication

Video clip

As a supplemental teaching tool, instructors may consider using a video clip. Find a clip that illustrates a mentoring situation. Examples could include a police officer mentoring a new recruit, or a teacher making a personal connection that allows him or her to mentor a "difficult" student. Discuss character and ethics issues.

Day End Review

End of Day 4

PTO Training Course

In a "post-information" age, *problem-solving skills, knowledge discrimination* and *human connectivity* become as significant as the knowledge itself or the speed at which that knowledge arrives.

PTO Training Course

effective dialogue strategies

- Stand aside—leave an exit
- Breathe… always breathe
- "Bow"—learn to say sorry
- Try to say less than the person you are arguing with (2 min.)
- Practice dealing with "the jerk"
- Be patient—solutions take time
- Einstein & Wittgenstein

PTO Training Course

mentoring for effective communication

- Identify your own feelings: label them, not the public.
- Take responsibility—you own your own emotions.
- The public doesn't "drive anyone crazy." We drive ourselves.
- Who's in charge of your emotions?
- Do you feel respected, in control of events, and obeyed?

day 5

recap discussion and revisit
the course development problem

TIME: 15 minutes
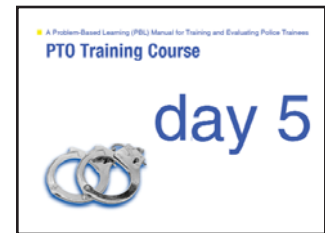
block 13
learning activity packages (LAPs)

TIME: 2 hours

OUTCOMES:

Students should be able to complete the following:
- Explain the role of LAPs in the PTO program and how trainees can use them for remedial (or primary) learning.
- Create, and be able to help a recruit create, a LAP with all the required elements, such as an index of resources, Internet sites, case studies, and a set of questions for prompting ideas.

RESOURCE MATERIALS:
- Internet access
- Assorted resources for inclusion into LAPs (e.g., maps, local resources, training information on problem-oriented policing, crime prevention through environmental design-CPTED, etc.)
- Document folders
- Index sheet

LEARNING METHODS:
- Lecture
- Group exercise

COURSE MATERIAL:

Learning Activity Packages

Facilitators describe the concept of LAPs and their role in the training program. Facilitators ask the class to identify topics and high-priority areas in which additional material will assist trainees.

Group exercise: Creating LAPs
1. Class is divided into five groups.

2. Each group chooses two topics and collects information for each LAP. The topics must include problem-oriented policing and the SARA model, CPTED, learning styles, and crime analysis.
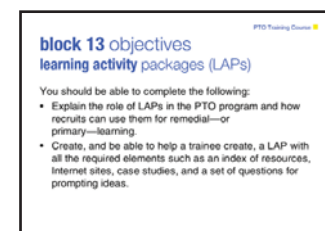
3. The group should also include an Internet search with URL addresses or useful websites. Members of the group who are proficient with computers should assist those in the group who are not.

4. Other information useful in the LAPS includes a list of resources, phone numbers, legal statutes, case laws, local information such as maps, names of community leaders and other key persons, etc.

5. Each LAP must contain an index and all appropriate documents or information.

The groups briefly report back their findings to plenary session.

Day 5 Lunch Break

block 14
neighborhood portfolio exercise (NPE)

TIME: 2 hours

OUTCOMES:
Students should be able to complete the following:
- Describe the role of the NPE in the trainee's learning process and how it is evaluated.
- Describe how a NPE is conducted, how it can be scheduled, and the kinds of information required in the presentation.
- Explain the formats that can be used to present a NPE in the final week, keeping in mind different learning styles and multiple intelligences.

RESOURCE MATERIALS:
- PTO manual
- Flip chart
- PowerPoint presentation

LEARNING METHODS:
- Lecture
- Group discussion

EVALUATIONS:
- Self/journal
- Group

COURSE MATERIAL:

Facilitators should discuss the role of the Neighborhood Portfolio Exercise. They discuss the importance of community participation in the problem-solving process and the integral role of community partners during the trainees' learning. The Beach Bar exercise demonstrates for them what they may choose to do with their trainees.

Beach Bar Exercise
Facilitators provide the class with a community problem involving a "Beach Bar."

The Beach Bar

> *The Beach Bar is a neighborhood bar that has caused problems for many years. Underage service is a continuing issue, along with bar fights, drunk driving, and noise complaints from nearby residents. Police have responded to incidents at the bar and have made a number of arrests; however, the problem has not been resolved. The bar owners are uncooperative with police and have complained about police harassment.*

Class students brainstorm and provide a list of all initial people in the neighborhood who might help scan or respond to the problem (e.g., fire marshal, local liquor inspector, code enforcement officer, local politician, local newspaper reporter, chair of local business association, local school principal, etc.) The facilitators then number this list.

The students are asked to provide actual first and last names of similar people who match these descriptions in the area where they work as police officers.

Facilitators describe these community contacts as a primary means by which officers resolve problems in most problem-oriented policing projects. Facilitators reinforce that simply having the names of community contacts in a "rolodex" is not as effective as actually knowing these people personally. This is the rationale for the Neighborhood Portfolio Exercise during the PTO training.

The Neighborhood Portfolio
Facilitators should present the Neighborhood Portfolio Exercise and Evaluation, and conduct a discussion.

In small groups, each member of the class is asked to describe how he or she will present the NPE to his or her trainee. Each member of the class is also asked to develop a method to monitor the trainees' progress with the exercise during the training period.

Review of the Course Development Problem

Time: 1 hour

Students review the Course Development Problem assigned on Day 1. They identify with partners what they need to know in order to commence training. Plenary discussion follows with Q and A.

block 15
progress report

TIME: 1 hour

OUTCOMES:
Students should be able to complete the following:
- Use methods from the PTO program, including the Learning Matrix, LAPs, PBLEs, and journal writing to respond to the "Parking Lot Problem."
- Compare your responses for the "Parking Lot Problem" from Day 1 with responses you offer today and describe the benefits of the PTO program.

LEARNING METHODS:
- PBL review exercise
- Group discussion

EVALUATION:
- Self/journal

COURSE MATERIAL:

The Recruit Parking Lot Problem #2
You are on patrol and receive a radio call regarding ongoing theft and vandalism issues in a parking lot. Your recruit responds to the symptoms of the issue but is not dealing with the root causes of the problem. Your recruit is an excellent incident responder, but shows no interest or initiative in becoming a problem solver. Your recruit is satisfied with taking reports and does not think anything else should be done.

> PTO Training Course ■
> **block 15** objectives
> **progress** report
> You should be able to complete the following:
> • Use the PTO program to respond to the parking lot problem.
> • Compare Day 1 and Day 5 responses and evaluate the benefits of PBL.

Facilitators ask the class to address this issue using the PBLEs, the NPE and other strategies from the PTO program.

Facilitators compare Day 1 and Day 5 responses to this exercise and solicit the class response. Group discussion follows.

block 16
course evaluations

TIME: $\frac{1}{2}$ hour

OUTCOMES:

This is not a teaching block. It is the course evaluation.

RESOURCE MATERIALS:
- Student journals
- Evaluation form as used in the jurisdiction where this course is offered

LEARNING METHODS:
- Group discussion
- Question and answer session

EVALUATIONS:
- Self/journal
- Course evaluation sheets

COURSE MATERIAL:

Students complete course evaluation forms provided at the jurisdiction where the course is taught

block 16
course evaluation

- Throughout the course, and at the beginning and end of each day, the learners have been using daily journals to record questions, concerns, and what they have learned from the previous day's material. Prior to completing the evaluation forms, students should take a moment to review their own personal journals.

This is the completion of the PTO course. At this point, each jurisdiction may have special certificates for presentation. If not, facilitators should present certificates of completion to students. In addition, if students are not from the same agency, class lists with contact information should be exchanged for future networking.
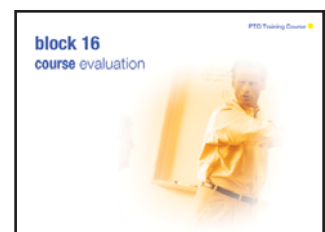
course
handouts
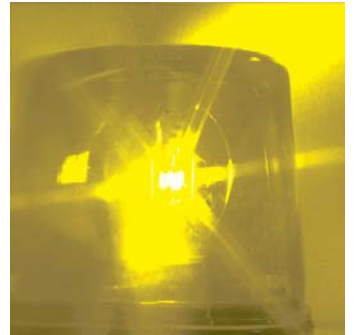
pto course overview and outcomes

Program Description

This training standard outlines a five-day course for police training officers (PTOs). It teaches them how to help their recruits apply policing and problem-solving skills in a 15-week training program after the recruits graduate from the academy. This training standard accompanies the "Problem-Based Learning Manual for Training and Evaluating Police Recruits"-the PTO manual used during the training program with the recruit. This standard provides course content, objectives, and teaching methods for the 15 blocks of training used throughout the five days. If necessary, the 15 blocks can be modified to fit into a course of four, 10-hour training days.

The PTO program offers a number of advantages for police agencies over other training systems most commonly called FTO models. This program is specifically designed for agencies embarked upon the community-oriented policing and problem solving (COPPS) service delivery method. At each stage of the PTO model the trainer and trainee apply problem solving to their job tasks.

In order for PTOs to model the problem-based learning (PBL) teaching method with their trainees, this training course uses PBL to teach the program to PTOs. Throughout the 15-week training program, trainers must apply current operating procedures in their agency to the PTO program to tailor the model to local circumstances.

Glossary of Terms

Community learning

In traditional PBL classrooms, learners have "cohort groups" or peer learning groups. The opportunity for this type of partnership rarely occurs in policing. In this model, community-learning partners will constitute the "group" experience found in other forms of PBL. Once a recruit receives the Problem-Based Learning Exercise, he or she will form "partnerships" to solve the problem. These partners may include other police officers, including the training officer, members of social or community services, witnesses, victims or other members of the community. This process is called "community learning."

Core Competencies

These are the knowledge, skills, and abilities required by all police officers when providing all aspects of police service.

Failing forward

Some of our most profound learning occurs when we make mistakes. Contemporary police writers call this "failing forward" (Geller and Swanger, 1995). By using PBL, recruits discover not only positive solutions, but also *what does not work*. They learn through self-discovery, and failing forward is an important part of it.

Ill-structured problems

• Ill-structured problems, called Problem-Based Learning Exercises in this model, are the foundations upon which PBL rests. The characteristics of ill-structured problems include the following factors:

- They are not easily solved
- The learner lacks essential information that must be obtained to solve the problem
- The learner must consider a variety of facts and issues
- The learning occurs in the context of the problem solving
- Learning that occurs has a "real life" context
- The learner follows a process that he or she can apply to future problems

Learning matrix

This program uses a Learning Matrix, which is a chart of the 15-week PTO training model. This helps the trainer and recruit organize the recruit's learning time. Substantive Topics are listed across the top of the chart with Core Competencies on the side. The chart contains learning "cells" for each phase of the training. The "cells" contain policing regulations, procedures and skills that the recruit needs to learn.

Multiple intelligences

Recent developments in education, led by Harvard professor Howard Gardner, indicate that individuals learn at different rates using a variety of inherent talents. Recruits will need to understand learning styles and the strengths and weaknesses that they bring to the learning process.

Problem-based learning (PBL)

PBL is a student-focused model that incorporates problem solving as the vehicle for learning. Traditionally, learning has involved a teacher or facilitator delivering information as content to the learner. PBL, however, begins with presenting a *real life* problem that the student must attempt to solve. The student follows a pattern of discovery whereby he or she gathers ideas and known facts, decides what information he or she needs to learn, and develops action plans to solve the problem.

Problem-solving skills in policing: SARA and the PBL technique

There are a number of skills officers can use to resolve neighborhood problems in problem-oriented policing. The most common version, the SARA model, is an analytical approach for stopping or preventing crime. SARA stands for scanning, analyzing, responding to and assessing problems.

However, this model also uses other methods for solving problems including a learning approach called the PBL technique. In the PBL technique, recruits develop ideas, list known facts and learning issues, develop an action plan and then evaluate it. The SARA method is applied for the purpose of addressing ongoing problems in a neighborhood, while the PBL technique is used as a learning method by the recruit during training.

Phased training

Recruits will complete four 3-week phases of training. The first phase is oriented to Non-Emergency Incident Response, and the second Emergency Incident Response. Patrol Activities and Criminal Investigation constitute the other phases. For various reasons, PTOs may wish to change the order of the phases and this is a flexible model that encourages such changes.

Substantive Topics

During the research for this program, agencies identified some key topics of police activity that comprise the majority of police work. They include investigating threats and harms to life and property, investigating criminal events and apprehending offenders, protecting members of the public from physical harm, protecting constitutional rights, ensuring the free and safe movement of people and vehicles, providing services such as assisting in medical emergencies, and maintaining a communal security.

In this program, these are summarized into four areas of police response. They are called Substantive Topics. They include Emergency Incident Response, Non-Emergency Incident Response, Patrol Activities, and Criminal Investigation. Each Substantive Topic area comprises a three-week phase of instruction during the recruit's training program.

Course Objectives

During the PBL course for training PTOs, the learner will perform the following:

• Engage in adult learning techniques throughout the course. Learners apply the adult learning model to their training with the manual in the context of PBL, cooperative learning, group work, scenario-based exercises, and lecture formats.

• Study the Learning Matrix cells within the model and alter them, where appropriate, to meet local agency needs.

• Engage in PBL as a method to organize his or her study of both the matrix and the evaluation models in the program.

• Incorporate research on new education movements into their training plans, including research on PBL.

• Develop resources for Learning Activity Packages.

• Practice using evaluation methods and forms during scenario and PBL training.

• Employ current technology, including the Internet and automated computerized systems.

• Teach classmates relevant information on emotional intelligence, multiple intelligence, and conflict resolution for use in their training program.

• Design and create Learning Matrix binders.

• Evaluate this training course.

learning activity package (LAP) **problem-based** learning

Introduction

Educators often describe problem-based learning (PBL) as a method of teaching and learning that focuses on solving a problem. The foundations of police problem-based learning include a respect for adult learning styles, the need for relevance in what police officers are learning, and the achievement of outcomes from that learning that deal directly with significant issues in the police officer's life.

The PBL Method: Instructors begin by presenting a problem to the learner/trainee that has real-life significance. "Real life" means that the problem is one that the trainee would normally encounter during the course of his or her duties. These problems may vary from serious community disorders to an ongoing series of minor disturbances in a parking lot. The problems are "ill-structured," which means that they are not easily solved and they have a number of inherent issues that the learner must address to either solve or lessen the severity of the problem.

Once the trainee has spent some time looking over the problem, he or she presents a number of ideas about possible solutions. These ideas, right or wrong, become an important part of the learning process, so trainers and trainees should record them.

After speculating on possible solutions, the trainee then looks at the problem and considers all the known facts of that problem. This becomes a valuable problem-solving skill for the trainee as he or she learns to think critically and record all of the issues and facts before leaping to any conclusions.

Gathering Information: After listing what he or she knows, the trainee then considers what learning issues he or she must research. The trainer should help during this part of the learning wherever possible, but not by giving answers. Remember, they don't know what they don't know! For example, if a trainee is working on a drug problem in a park, he or she may not have any knowledge regarding the use of local ordinances governing park closing times or prohibited behaviors. Rather than giving them answers, the trainer simply indicates that this is an area of the law that the trainee may need to consider as part of the problem-solving strategy.

> **" facilitators** present a problem the **trainee** would normally encounter while on **duty "**

Problem Solving: After the trainee lists what he or she doesn't know and then goes about learning that information, both the trainer and the trainee should look at the trainee's original thoughts on how to solve the problems. Often, they discover that their first impulse or first conclusion was inadequate, insufficient or incorrect.

At this point, armed with new knowledge, the trainee sets out an action plan to solve or lessen the severity of the problem. Following the plan's implementation and after a suitable time, both the trainee and the trainer evaluate the effectiveness of the plan.

Outcomes

This Learning Activity Package discusses how police trainers and trainees use the PBL method during training. After completing this LAP, the patrol officer will be able to perform the following:

- Explain the benefits of problem-based learning
- Describe the purpose of learning cohorts
- Analyze ill-structured problems to determine if they are suitable for problem solving
- Evaluate the need for *Emotional Intelligence* in working with learning cohorts and other members of the community

Comprehensive Questions

- How can police trainers and trainees use PBL to work on small, medium or large community projects?
- What problem-solving skills are essential elements of the PBL process?
- To what extent does the *real life* problem involve the "community"?
- What makes an ill-structured problem? Are the problems given to the trainees during training easy to solve or do they require higher order thinking for resolution?
- How does problem-based learning accommodate a variety of learning styles and problem-solving abilities?
- During the "community learning process," what *Emotional Intelligence* skills will a trainee require for successful team behavior?

Application

Pick a chronic community problem and apply the PBL process to help solve that problem. The stages of recording the *ideas, known facts, learning issues, action plan and evaluation* should follow sequentially. Discuss with your trainer how much time you estimate you need to complete each phase of the process and discuss your performance during each phase of the problem solving. Reflect on whether your time estimates were accurate at the end of the PBL process.

Resources and Additional Reading

University of Delaware Problem-Based Learning home page [Online] Available: www.udel.edu/pbl

Southern Illinois University School of Medicine/Department of Medical Education—Problem-Based Learning Initiative page [Online] Available: www.pbli.org/pbl/pbl.htm

Problem Based Learning Faculty Institute. University of California, Irvine. "What is Problem-Based Learning?" [Online] Available: www.pbl.uci.edu/whatispbl.html

Samford University Center for Problem-Based Learning home page [Online] Available: www.samford.edu/pbl

Classroom of the Future Teacher Pages on Problem-Based Learning [Online] Available: www.cotf.edu/ete/teacher/teacherout.html

National Teaching and Learning Forum home page [Online] Available: www.ntlf.com

Crux Consulting home page [Online] Available: www.cruxconsulting.org

Schools of California Online Resources for Education (SCORE) Internet Classroom—Problem-Based Learning [Online] Available: score.rims.k12.ca.us/problearn.html

Illinois Mathematics and Science Academy Center for Problem-Based Learning home page [Online] Available: www.imsa.edu/team/cpbl/cpbl.html

Monthly Time Schedule

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Include: Journal Writing, Weekly CTR, NPE, PBLE, Field Activities, References

Bransford, John D., Ann L. Brown and Rodney R. Cocking, eds. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, D.C.: National Academy Press.

Geller, William A. and Guy Swanger. 1995. *Managing Innovation in Policing: The Untapped Potential of the Middle Manager*. Washington, D.C.: Police Executive Research Forum.

Gardner, Howard. 1993. *Frames of Mind: The Theory of Multiple Intelligences*. New York, N.Y.: Basic Books.

Goleman, Daniel. 1995. *Emotional Intelligence*. New York, N.Y.: Bantam Books.