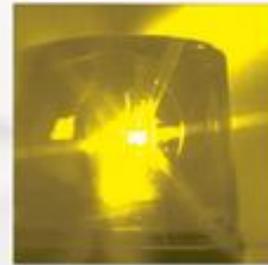


A Problem-Based Learning (PBL)  
Manual for Training and  
Evaluating Police Trainees

# PTO Training Course



# understanding PBL



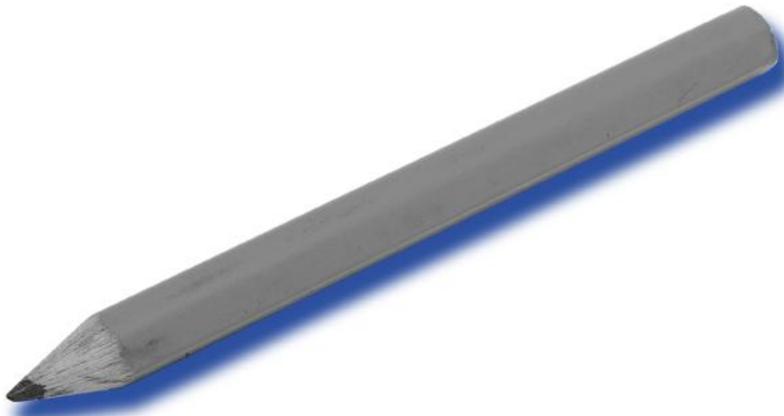
POLICE EXECUTIVE  
RESEARCH FORUM

**COPS**  
COMMUNITY ORIENTED POLICING SERVICES  
U.S. DEPARTMENT OF JUSTICE

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

# PTO Training Course

# day 1



# block 1 objectives

## course introduction

You should be able to complete the following:

- Describe the purpose of a new PBL course for police trainees.
- Describe the format and schedule for the 5-day PTO course for trainers.
- Explain adult learning techniques including journal writing, PBL, cooperative learning, scenario-based exercises, role playing, and lectures.
- Describe basic differences between this PTO program and traditional FTO programs, such as the San Jose model.

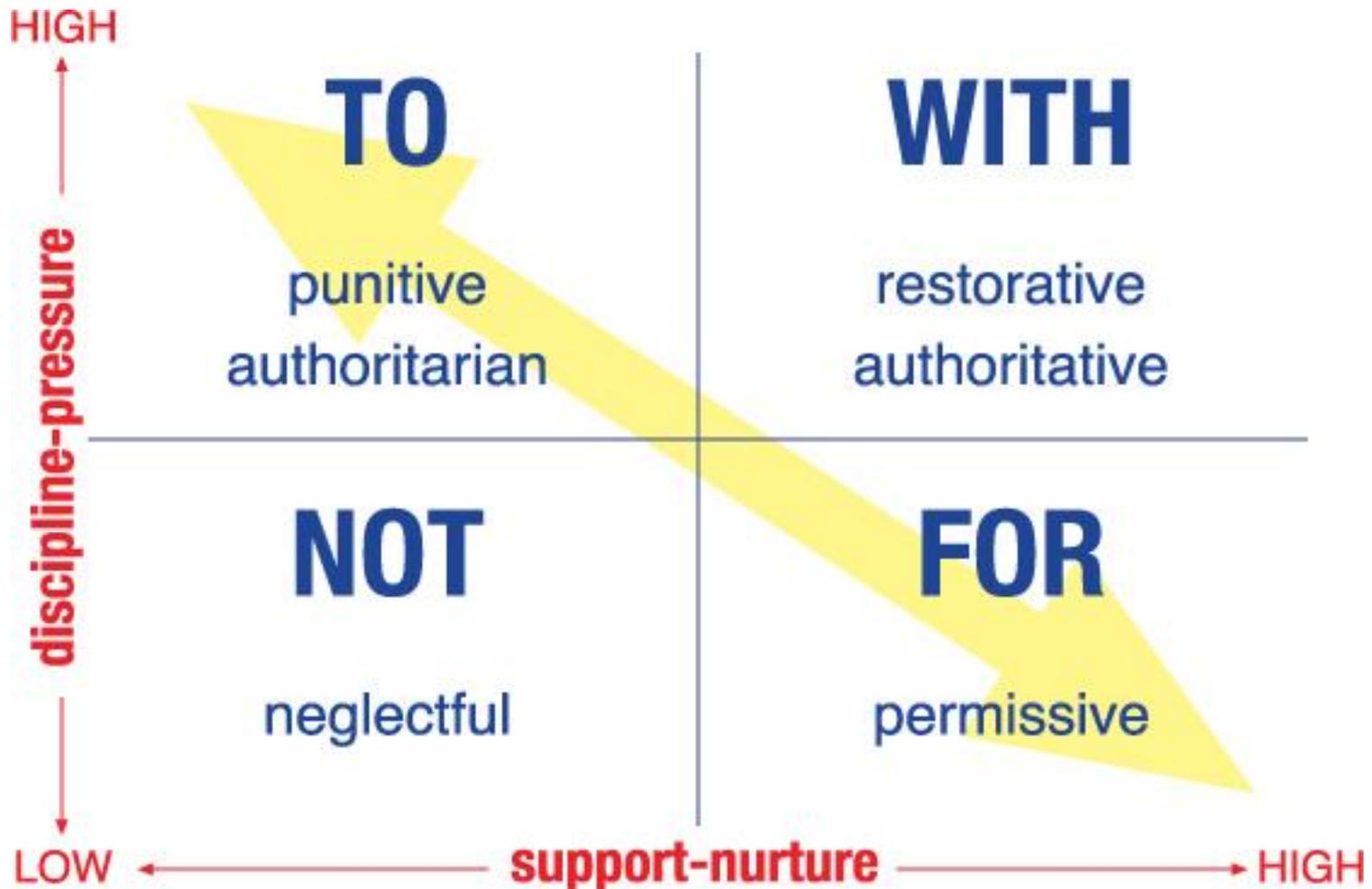
# course development problem

Over the next few weeks you will be expected to take a trainee to the “street” and train him or her using 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 (MI) and emotional intelligence (EI) in order to do this.

# the mentoring process



(Wachtel and McCold, 2000)

# 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.

# Dewey: 1959

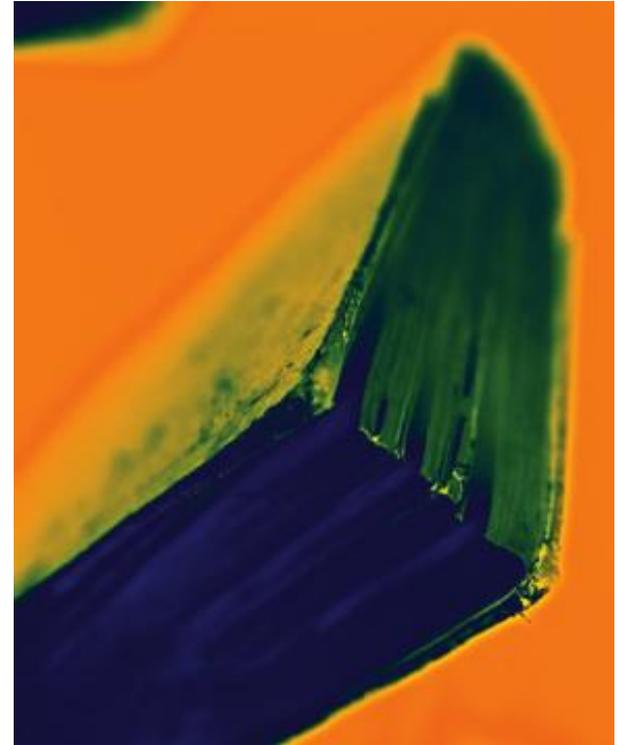
“From the standpoint of the [learner], the great waste ... comes from his inability to utilise the experience he gets outside....while on the other hand, he is unable to apply in daily life what he is learning....That is the isolation of the [learning]...its isolation from life.”

**use problem-based learning**



## Q: what is PBL?

A: PBL—a curriculum development and instructional approach to encourage meaningful, student-focused learning.



**Q: how does PBL work?**

A: It places students in the active role of problem solvers confronted with an ill-structured problem that mirrors *real-life* problems.

# key findings

Learners arrive with preconceptions of the world. If initial understandings are not engaged, they will not learn the new material, or they may learn it just for the purposes of the test.



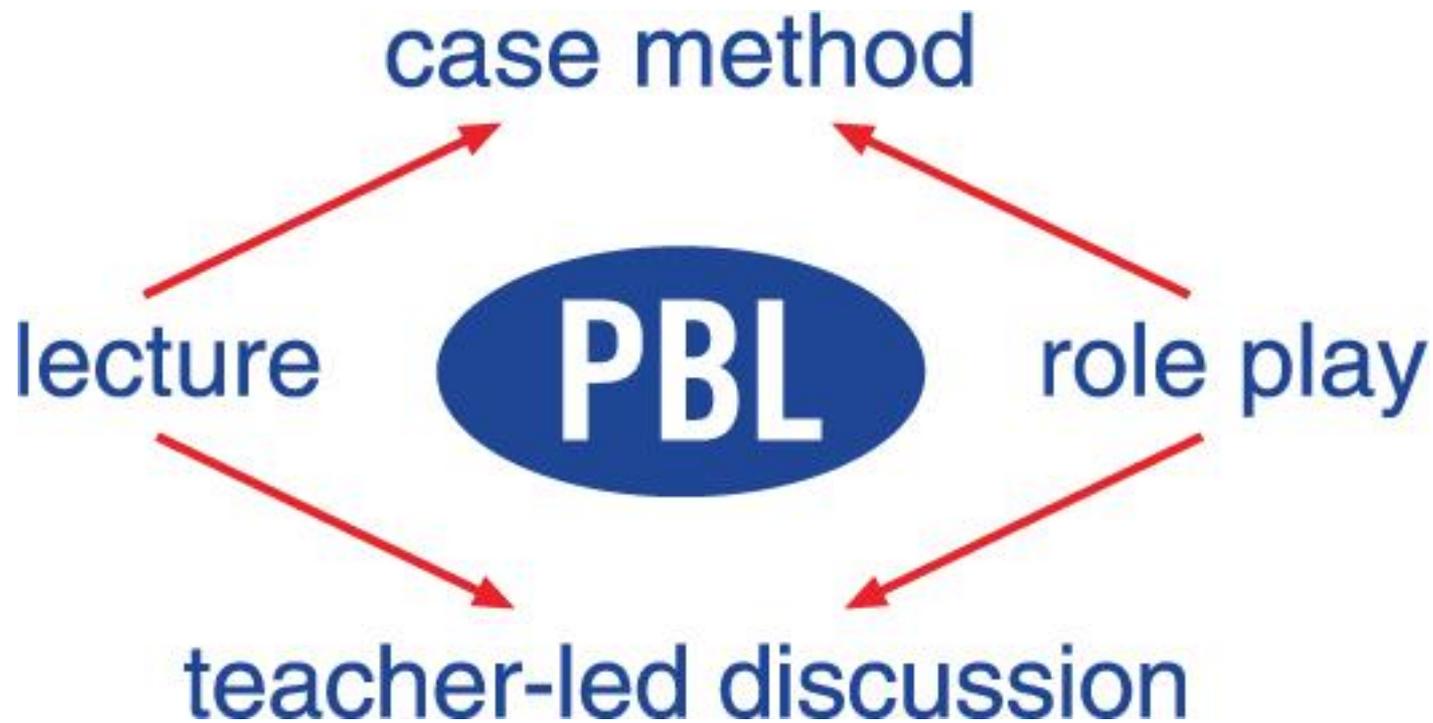
(Bransford et al., 2000)

# transference of learning

## Conclusions

- People must achieve a threshold of initial learning before transference can occur.
- Learning with understanding is more likely to promote transference of new skills than memorization.

# PBL in relation to other methods



# Knowles' principles of adult learning

1. Adults must be partners in their own educational plans and evaluations.
2. Adults learn experientially based on positive and negative experiences.
3. The material must be relevant.
4. Problem-based learning is more effective than content-based learning.

# problem-based learning

history



Ideas

Known Facts

Learning Areas

Action Plans

Evaluate P & P



structure

# problem-based learning

- The learning takes place in the context of a problem: domestics, traffic, school safety, etc.
- The problem has *real-world* significance
- Learners speculate, formulate and deliberate during initial stage (ideas)



# problem-based learning

- Learners discuss what they know and what they need to know
- Setting the problem is the key to successful PBL
- Teacher facilitates and coaches
- Learners collaborate to set action plan in place.  
Performance outcome!

# accounting for various types of intelligences in police training

- Verbal—Linguistic learners
- Logical—Mathematical learners
- Visual—Spatial learners
- Body—Kinesthetic learners
- Musical—Rhythmic learners
- Interpersonal learners
- Intrapersonal learners

training for recruits must include

# emotional intelligence

- Self-Awareness
- Self-Regulation
- Self-Motivation
- Empathy
- Social Skills

# EI in policing

- Whose needs come first?
- What are your policing strengths? Weaknesses? Habits?
- Trainers: Remind yourself that you teach policing the way you learned policing! Others may learn differently.
- How willing are you to “let go” of the learning process?

# other strategies to support PBL

1. Cooperative Learning
2. Socratic Lecturing
3. Individual/Partner Exercises
4. Group Learning
5. Scenario-Based Learning
6. Case Studies
7. “Cooler” Learning



# 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).

# block 4 objectives

## introduction to the PBLE

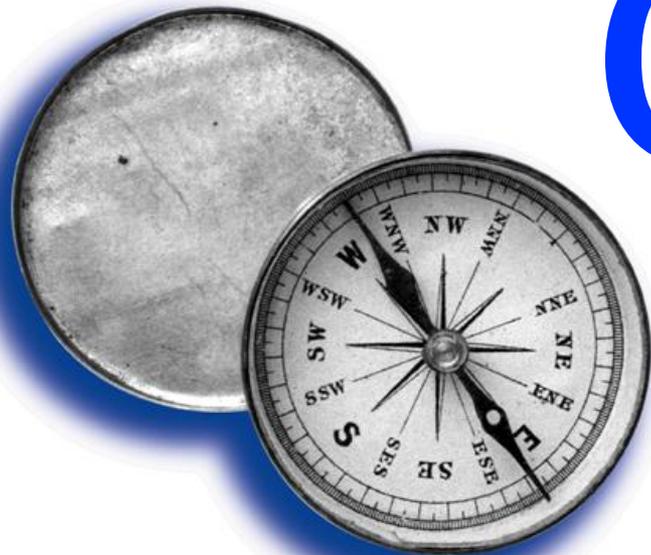
You should be able to complete the following:

- Describe the various PBLEs used in the PTO model.
- Apply the PBLE as a learning method for recruits during post-academy training.

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# PTO Training Course

# day 2



# block 5 objectives

## emotional intelligence and conflict resolution

You should be able to complete the following:

- Discuss the importance of EI and MI in recruit training and why trainers need to incorporate these concepts into training.
- Explain and apply conflict resolution in post-academy recruit training.

# **IQ vs. EI**

# what is EI?

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





# How will you use MI and EI?

# know thyself:

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



# communication

- What resolution/communication style do you usually use on the street?
- Your trainee will generally respond in a fashion similar to yours.
- Have you considered the general tone and content of your discussions with your trainee?

**forcing**

**collaborating**

**avoiding**

**compromising**

**negotiating**

# resolution skills

**FORCING**



**OK in a crisis**

**Diminishes problem solving and self-respect**

**COLLABORATION**



**Use this when the issues are serious and the relationship is important**

**Don't use in a fire!**

**COMPROMISE**



**Use this when trying to find a "middle ground"**

**Don't use when 50% isn't good enough for those involved**

# resolution skills

**AVOIDING** ←→

**OK to use with trivial issues**

**Diminishes problem solving—builds frustration and leads to explosions**

**ACCOMMODATION** ←→

**Use when the relationship is important and you don't care about the issue**

**Don't use to gain acceptance**

**Can cause resentment**

# block 6 objectives

## evaluation

You should be able to complete the following:

- Describe the methods of evaluation and how they are used in the PTO model including
  - the NPE;
  - the weekly Coaching and Training Reports;
  - the PBLE; and
  - the Mid-Term and Final Evaluations.

# 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.

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# PTO Training Course

# day 3



# block 8 objectives

## matrix familiarization

You 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 of training time.
- Develop some innovative ways to introduce the content in each of the Substantive Topics to recruits.

# 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.

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# PTO Training Course



# day 4

# block 10 objectives

## coaching and training reports (CTRs)

You 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 CTRs are used to evaluate recruits each week.
- Prepare a plan to schedule completion of the CTRs on a weekly basis.

# block 11 objectives

## action planning

### **Part 1—Time Management**

You should be able to:

- Create a time-management plan for implementing the various components of the PTO program into one phase of training.

# block 11 objectives

## action planning

### **Part 2 – Supervisor Implementation Planning**

You should be able to:

- Administer the various aspects of the PTO program, including
  - the Mid-Term and Final Evaluations;
  - Board of Evaluators member selection;
  - PTO and Trainee manuals, and Learning Matrix in-progress work;
  - PTO meetings, Sergeant/PTO training meetings; and
  - Department policy

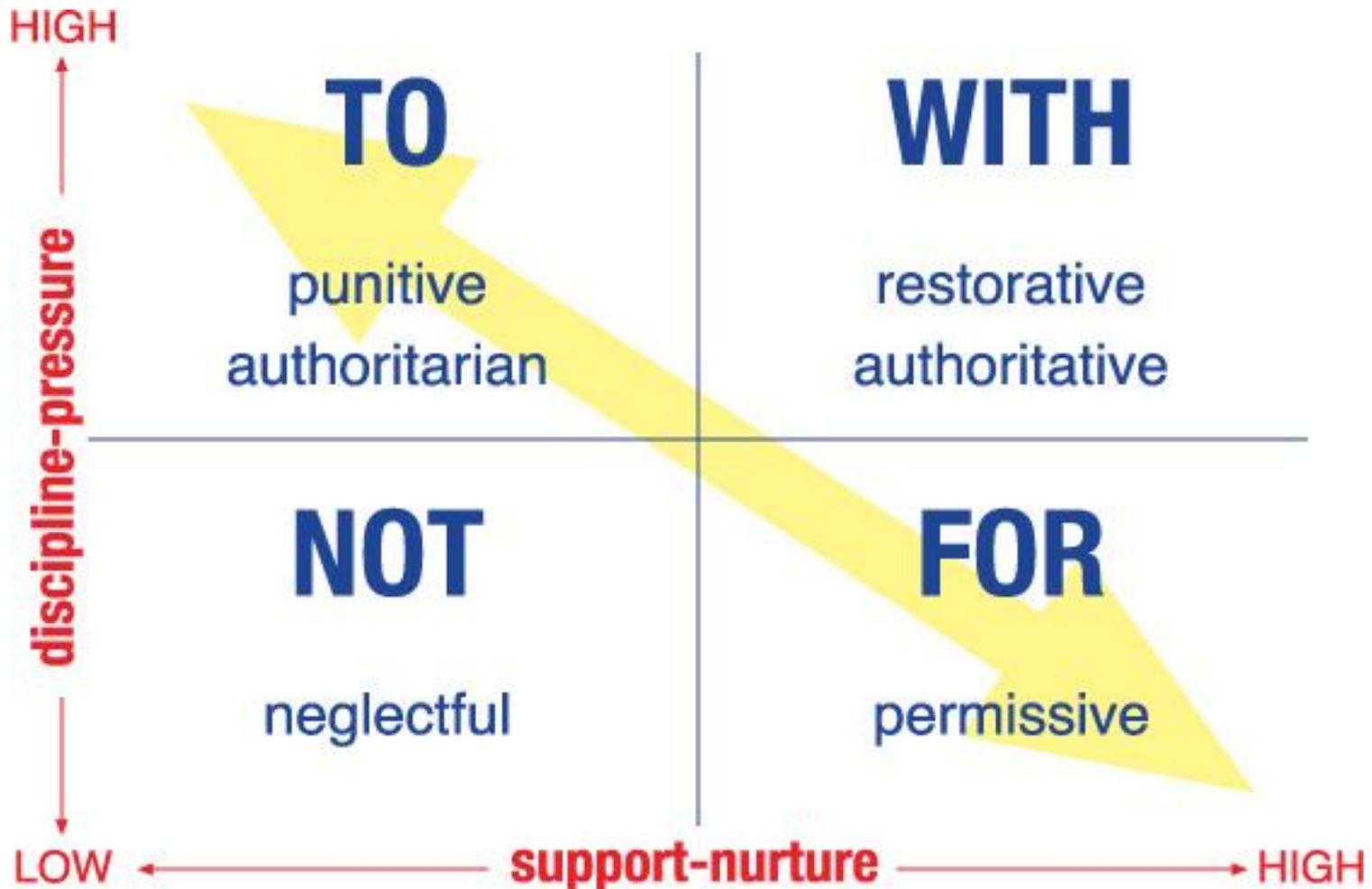
# block 12 objectives

## mentoring

You 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.

# the mentoring process



(Wachtel and McCold, 2000)

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.

# 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

# 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 crazy.
- Who's in charge of your emotions?
- Do you feel respected, in control of events, and obeyed?

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

# PTO Training Course

# day 5



# block 13 objectives

## learning activity packages (LAPs)

You should be able to complete the following:

- Explain the role of LAPs in the PTO program and how recruits can use them for remedial—or primary—learning.
- Create, and be able to help a trainee 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.

# block 14 objectives

## neighborhood portfolio exercise (NPE)

You 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 the 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.

# 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.

# 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.

# block 16

## course evaluation



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