Recruit Officer Course

Commonwealth of Massachusetts

Municipal Police Training Committee

ROC Instructor Update

Version: 1017a

The Municipal Police Training Committee (MPTC), an agency of the Executive Office of Public Safety and Security (EOPSS), serves the Commonwealth by establishing training standards, oversight and policy guidance for policing professionals.

Title: Instructor Update

Version Code: n/a

Course Purpose: Provide MPTC instructors with information about the new
                                Recruit Officer Course (ROC).

Learning Objectives: During this course, participants will receive information and
                                instruction on how to:

1.   Identify 4 phases of the Recruit Officer Course (ROC) revision project.

2.   Define the following ROC acronyms:

        a.   SERVE
        b.   PRIDE
        c.   PRINCIPLES
        d.   RESPECT
        e.   PROTECT

3.   Identify the following types of active learning methodologies used in the ROC:

        a.   reflective practice
        b.   facilitated discussions
        c.   peer demonstrations
        d.   individual activity exercises
        e.   group activity exercises

4.   Identify best practices for using active learning methodologies.

Classroom Hours: 6

**Skill Development
Hours:**   0

Total Hours: 6

Instructional Methods: Lecture
Facilitation
In-Class Activities

Required Materials: Lesson manuscript and supporting visual aids
Desktop or laptop computer with audio
LCD projector or TV
Adobe Reader Software

Training Aids: Flip Chart/Dry Erase Board

Videos: None

Handouts: None

References: Boud, D. Developing Student Autonomy in Learning. Taylor & Francis, New York (1988.

Job Analysis for Selection: An Overview; U.S. Office of Personnel Management. (2009)

Rickard, H., Rogers, R., Ellis, N., and Beidelman, W. "Some Retention, but Not Enough." Teaching of Psychology (1988)

Silberman, M. Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips. Jossey-Bass, San Francisco (1998)

Sutton, A. "Measuring the Effects of Self-Awareness: Construction of the Self-Awareness Outcomes Questionnaire." European Journal of Psychology (2016)

TalentSmart. Accessed on-line at: www.talentsmart.com/about/emotional-intelligence.php [2017]

Author(s):   Jon Blum
Vice President of Training & Development
FORCE Concepts, Inc.
October 2017

Tim Bonadies
Founder
Law Enforcement Learning
October 2017

Revised by: Daniel Zivkovich
Executive Director
Municipal Police Training Committee
November 2017

I.   Introduction

      A.   Opening Statement

          SLIDE: "Instructor Update" (opening)

          SLIDE: "Welcome"; introductions

          The Commonwealth's Recruit Officer Course (ROC) is a basic entry-level training course for new police officers. Successful completion of the ROC is required to be a sworn municipal, University of Massachusetts, or environmental police officer in Massachusetts.

          SLIDE: "Instructor Update" (goal)

          This goal of this lesson is to provide MPTC instructors with information about the revised ROC.

      B.   [Learning Objectives](#)

          SLIDES (2): "Learning Objectives"

II.   Body

      A.   ROC Revision Project

          SLIDE: "Background"

          To ensure the ROC was valid and aligned with 21st Century Policing best practices, the Municipal Police Training Committee began an in-depth analysis and revision in late 2015. The intent was to conduct a complete overhaul of the ROC. The ROC revision project has 4 phases.

          1.   **Phase I:** Job Task Analysis

               SLIDE: "Phase I"

               A Job Task Analysis (JTA) is "*the process of systematically collecting, processing, analyzing and interpreting important information about a specific position, job or occupation.*[1]" A valid

---

[1] U.S. Office of Personnel Management

JTA is needed to develop a relevant, reliable and defensible training curriculum. Therefore, the ROC revision project began with a comprehensive JTA to determine what critical skills Commonwealth officers need to perform on-the-job.

JTA data collected for this project was used to identify essential entry-level job skills for police officers with less than 5 years of on-the-job experience. JTA data was also used to:

- **evaluate the existing curriculum content**
- **evaluate existing performance outcomes**
- **revise or develop new curriculum content**

2. **Phase II:** Identify Performance Outcomes

   SLIDE: "Phase II"

   Using JTA data collected during Phase I, learning objectives were written to meet current best practices and establish performance outcomes. To establish testing strategies for performance outcomes, one of the following learning transfer designations was assigned to each learning objective:

   a) Knowledge: Student officer must recall specific pieces of information. In general, "knowledge" objectives begin with the word "define."

   b) Cognitive Skills: Student officer must organize, evaluate, and analyze information when given particular facts (e.g., decision-making). Cognitive skill objectives begin with the words "identify" or "demonstrate."

   c) Psychomotor Skills: Student officer must demonstrate a specific skill or complete an activity to identified competency level. Psychomotor skill objectives begin with the word "demonstrate."

   d) Problem-Solving: Student officer must demonstrate ability to evaluate, prioritize, and develop an approach given particular facts. Problem-solving objectives begin with the word "demonstrate."

Note: "Demonstrate" ROC learning objectives were determined by first-line supervisor JTA respondents. In other words, a statistically significant number of Commonwealth first-line supervisors determined which skills must be successfully demonstrated <u>during basic training</u> and prior to graduation from the academy.

SLIDE: "Phase II: Learning Objectives"

The revised ROC has 112 "primary" learning objectives. This number does not include learning objective sub-elements. For example, the following learning objective has four (4) sub-elements or testable performance outcomes.

Identify the following components of procedural justice and demonstrate how to use them for building community trust.

(1)   fairness
(2)   respect
(3)   sincerity
(4)   legitimacy

When including learning objective sub-elements, the new ROC has more than 350 testable performance outcomes. Twelve-percent (12%) of testable performance outcomes requires student officers to recall knowledge and the remaining are almost equally divided between successful demonstration of:

- psychomotor skills (43%)
- cognitive problem-solving skills (45%)

Therefore, 88% of testable performance outcomes for the new ROC are focused on psychomotor skill development, decision-making and problem-solving.

3.   **Phase III:** Curriculum Development

SLIDES (2): "Phase III: Curriculum Development"

Every ROC topic includes the following elements:

▪   Lesson manuscripts in ISD format.

- Supporting visual aids to enhance lesson manuscript content.

- Handout materials that can be used as future on-duty job aids.

- Concepts of legitimacy, procedural justice, ethics, decision making, and problem solving woven into each lesson.

- Scripted individual and group activity exercises used to evaluate student officer performance.

- Cognitive testing (i.e., end of topic exams) and psychomotor skill tests.

- Cover-to-cover legal reviews by Hogan Lovells (Boston Office)

SLIDE: "Phase III: SME"; identify SMEs in attendance; thank you. Ask if anyone was missed; SME names are listed in lesson manuscript academic check lists

To date, dozens of MPTC subject matter experts have helped build lesson materials, shared content for inclusion or provided written feedback.

SLIDE: "Phase III: Volumes"

Learning objectives were organized into topics. The new ROC groups multiple topics with significant overlapping content into single lessons. Lessons were organized into "volumes" to provide a layered, holistic, and consistent delivery of content. The new ROC has three (I-III) volumes.

SLIDE: "Volume I: Policing in MA"

a)   Volume I: Policing in Massachusetts

Volume I provides student officers with standards of conduct and core skills needed for every Commonwealth police officer. Concepts learned in Volume I are repeatedly reinforced in Volumes II-III. Therefore, every ROC instructor should be familiar with Volume I content. Volume I includes 8 individual lessons.

SLIDE: "Volume I: Orientation & Who We Are"

(1)   _Orientation_ (6 hours)

    Orientation provides student officers with information about the academy, preparation strategies, equipment requirements, and general expectations. Orientation lesson is generally delivered 30 days prior to day 1 of academy and includes additional resources (e.g., Student Officer Guide; Health & Wellness Preparation Guide).

(2)   _Who We Are_ (6 hours)

    Lesson title was determined by SME working group. Contents provide student officers with foundational concepts of ethics, integrity, and what it means to be a police officer in the Commonwealth, or _"Who We Are."_

    The motto, as determined by working SME group, for every MPTC academy is: _"Professional Service through Integrity, Equality and Excellence._

(3)   _Problem Solving_ (6 hours)

    SLIDE: "Volume I: Problem Solving"

    Lesson provides student officers with foundational concepts of procedural justice, legitimacy, bias, problem-solving, and discretion. Lesson contents are a core reference and reinforced throughout the ROC. For example, student officers must repeatedly demonstrate how to use the **SERVE** problem-solving model.

    Spotting the problem
    Ethical decisions*
    Research facts
    De**V**elop and execute a plan
    Evaluate results

*Ethical decision-making is a required step for <u>every problem scenario presented</u> to student officers.

Handout: SERVE

SLIDE: "SERVE Handouts"; Explain that SERVE is similar to SARA model with added component of ethical decision making. Student officers will be using this model (and handout) repeatedly throughout the ROC.

SERVE is a unique ROC acronym that provides student officers with a step-by-step method for problem solving. **SERVE** also underscores the motto and a core MPTC policing philosophy.

Commonwealth police officers **SERVE** with "*integrity, equality and excellence"* because that is "*Who We Are.*"

SLIDE: "Volume I: Comm Skills & Officer Lifestyle"

(4)   *Communication Skills* (9 hours)

Provides student officers with best practices for spoken and written communication. Lesson contents become a core reference and are reinforced throughout Volume II and III topics.

(5)   *Officer Lifestyle & Off-Duty Survival* (69 hours)

This lesson provides student officers with general and law enforcement specific health and wellness education. Topics include, but are not limited to nutrition, disease and injury prevention, stress management, PTSD and suicide.
"Off-duty survival" content includes strategies for developing long-term wellness habits, maintaining a healthy lifestyle throughout the employment lifecycle, and off-duty decision making.

Sixty (60) hours are allocated to daily physical training and fitness assessment testing.

SLIDE: "Volume I: EMR & Report Writing"

(6) _Emergency Medical Responder_ (30 hours)

Lesson provides student officers with basic first aid best practices and meets CMR training mandates for first responders. Lesson also includes CPR and Narcan training.

(7) _Report Writing_ (6 hours)

Lesson provides student officers with foundational concepts and best practices for writing police reports. Report writing practical skill exercises for specific types of crimes, activities and events are conducted throughout Volumes II-III.

SLIDE: "Volume I: Con Law"

(8) _Constitutional Law_ (18 hours)

Constitutional Law is the foundation of procedural justice and "Policing in Massachusetts." This lesson provides student officers with U.S. Constitution and Massachusetts Constitution legal standards relevant to policing operations.

Lesson contents are a core reference for student officers and reinforced repeatedly in Volumes II and III.

SLIDE: "Questions"

b) Volume II: Investigations

SLIDE: "Volume II: Investigations"

The ability to conduct a complete and thorough investigation is a critical job skill for police officers. Volume II provides student officers with foundational best practices for investigations (criminal or non-criminal) that are repeatedly reinforced. Volume II includes 3 individual lessons.

SLIDE: "Volume II: Interviews & Interrogations"

(1)   _Interviews & Interrogations_ (12 hours)

Lesson provides student officers with basic best practices for non-custodial field interviews and custodial interrogations. Content from Volume I (_Communications Skills; Problem-solving; Constitutional Law; Report Writing_) is referenced and reinforced.

Student officers are required to demonstrate how to use the **PRIDE** model for non-custodial field interviews.

Plan the interview
Rapport building
Identify people
Develop information
Evaluate information

PRIDE is a unique ROC acronym that provides step-by-step best practices and simultaneously underscores a core MPTC philosophy. Commonwealth officers take **PRIDE** in their chosen profession because that is "_Who We Are._"

Student officers are required to demonstrate how to use the **PRINCIPLES** model for custodial interrogations.

Plan the interrogation
Rapport building
M**I**randa rights
Normalize honesty

Clarify information
Identify contradictions
Push through denials
Listen and Look
Evidence gathering
Summarize

PRINCIPLES is a unique ROC acronym that provides step-by-step best practices and simultaneously underscores a core MPTC philosophy. Commonwealth police officers embrace **PRINCIPLES** of procedural justice, integrity and professionalism because that is "*Who We Are.*"

(2)   *Criminal Investigations* (147 hours)

SLIDE: "Volume II: Criminal Investigations"

Lesson provides student officers with basic best practices for conducting preliminary criminal investigations. Content from Volume I *(Communications Skills; Constitutional Law; Problem-solving; Report Writing*) and *Interviews & Interrogations* is referenced and reinforced.

Student officers are required to demonstrate how to use the **RESPECT** model when conducting criminal investigations.

Respond to scene and make it safe
Emergency care for injured
Separate and remove people
Protect crime scene
Evidence collection
Corroborate evidence with M.G.L.
Take action & **T**estify in court

RESPECT model is applied and reinforced for every lesson sub-topic. For example, Domestic Violence, Sexual Assaults, and Hate Crime topics include

specific content for **E**vidence collection, **C**orroborating M.G.L. and **T**aking action.

RESPECT is a unique ROC acronym that provides student officers with step-by-step best practices for criminal investigations. RESPECT also underscores a core MPTC philosophy. Commonwealth police officers **RESPECT** the criminal investigation process because that is "*Who We Are.*"

To ensure consistent delivery of critical overlapping content, *Criminal Investigations* lesson has 15 sub-topics. It is designed for delivery by different instructors across multiple disciplines.

The table below lists *Criminal Investigations* lesson sub-topics in recommended order of delivery and total number of hours allocated for each. The "Hours" column includes both classroom and student officer skill development exercises.

SLIDE: "Criminal Investigations: Sub Topics"; ask participants to review table in lesson; explain how many of the 'stand-alone' topics in the legacy ROC were woven into a subtopic; provide opportunity for questions

Hours	Criminal Investigations Topics
36	Criminal Investigations - MAIN
	Crime Scenes & Evidence
	Criminal Law – General
	Testifying in Court+
9	Crimes Against Persons (general)
9	Domestic Violence Investigations*
9	Sexual Assault Investigations
9	Human / Sex Trafficking Investigations
12	Juvenile Investigations
6	Crimes Against Persons with Disabilities
6	Missing Person Investigations
6	Deceased Person Investigations
12	Crimes Against Property (general)
3	Motor Vehicle Theft
9	Crimes Against the Public (general)
9	Controlled Substance Investigations
6	Hate Crime Investigations*
6	Gang Investigations

+includes mock trials at end

*meets statutory training requirements

Academy Directors are encouraged to designate a 'lead' instructor to deliver "MAIN" sub-topic, ensure consistent delivery of all topics, and support other instructors as needed.

(3)   *Motor Vehicle Investigations* (103 hours)

SLIDE: "Volume II: MV Investigations"; explain topics on table and provide opportunity for questions

Provides student officers with basic best practices for conducting motor vehicle investigations. Content from Volume I (*Communications Skills; Constitutional Law; Problem-solving; Report Writing*) and *Interviews & Interrogations* is referenced and reinforced.

To ensure consistent delivery of critical overlapping content, *Motor Vehicle Investigations* is a single lesson with 7 sub-topics. It is designed for delivery by different instructors across multiple disciplines. The table below lists all *Motor Vehicle Investigations* sub-topics in recommended order of delivery and total number of hours allocated for each. The "Hours" column includes both classroom and student officer skill development exercises.

Hours	MV Investigations Topics
24	Motor Vehicle Laws
3	Traffic Control & Direction (TIM)
18	Motor Vehicle Stops
30	O.U.I. Investigations (SFST)
12	Crash Investigations
12	Speed Detection & Measurement
4	Bicycle Safety & Enforcement

c) **Volume III:** Patrol Procedures

SLIDE: "Volume III"

Volume III covers frequent duties and critical tasks performed by uniform patrol officers with less than 5 years of on-the-job experience. Volume III includes 3 individual lessons.

(1) *Emergency Vehicle Operations* (46 hours)

SLIDE: "Volume III: Emergency Vehicle Operations"

Lesson provides student officers with best practices for driving marked patrol vehicles during non-emergency and emergency situations. Includes Below 100 content.

(2)   _Use of Force_ (146 hours)

SLIDE: "Volume III: Use of Force"; review table and provide opportunity for questions.

Lesson provides student officers with best practices for using non-deadly and deadly force to stop unlawful offender resistance. Content from Volume I (_Communications Skills; Report Writing; Constitutional Law_) and is referenced and reinforced.

To ensure consistent delivery of overlapping content, _Use of Force_ is single lesson with 6 sub-topics. It is designed for delivery by different instructors across disciplines.

The table below lists all _Use of Force_ lesson sub-topics in recommended order of delivery with total number of hours allocated for each. The "Hours" column includes both classroom and student officer skill development exercises.

Hours	Use of Force Topics
6	Use of Force – MAIN
12	Handcuffing
30	Personal Defense
12	Weapons: OC & Baton
56	Weapons: Firearm - Handgun
30	Weapons: Firearm - Rifle

(3)   _Patrol Duties_ (113 hours)

SLIDE: "Volume III: Patrol Duties"; review table and provide opportunity for questions; explain how many of the 'stand-alone' topics in the legacy ROC were woven into a subtopic.

Student officers are required to demonstrate and apply the **PROTECT** model for officer safety.

Prepare (physically, mentally, duty equipment)
Recognize hazards (public and officer safety)
Observe (places, people, vehicles)
Tactics (officer safety)
Evaluate (overall situation, evidence, self)
Communicate (to citizens, victims, offenders, officers)
Take action (make decisions; solve problem)

PROTECT is a unique ROC acronym that provides step-by-step best practices for officer safety. It also underscores a core MPTC philosophy.

Commonwealth police officers take needed steps to **PROTECT** themselves and the public because that is *"Who We Are."*

To ensure consistent delivery of overlapping content, *Patrol Duties* is a single lesson with 9 sub-topics. It is designed for delivery by different instructors across multiple disciplines.

The table below lists all "Patrol Duties" lesson sub-topics in recommended order of delivery. The "Hours" column includes both classroom and student officer skill development exercises.

Hours	Patrol Duties sub-topics
10	Patrol Duties
52	Officer Safety
12	Emotionally Disturbed Persons
3	Incident Command System (ICS)
6	Hazardous Material Emergencies
12	Active Shooter
3	Crowd Management
6	Homeland Security
9	Water Safety

To further ensure consistent delivery of critical Patrol Duties content, Academy Directors are encouraged to designate a 'lead' Patrol Duties instructor.

f) **Phase IV:** Piloting

SLIDES (3): "Volume IV: Piloting"

The new ROC will be piloted in its entirety at least twice in 2018 by academies selected by MPTC. The first pilot will begin on January 8th at the Randolph Police Academy.

Pilot deliveries are needed to ensure a seamless state-wide roll out scheduled for January 1, 2019.

(1) Gather "real-time" feedback from pilot academy directors, instructors and student officers to make needed revisions and enhancements.

> **NOTE: Explain consultant's role during pilot process is to evaluate the content, not instructor. Provide on-site technical assistance, answer questions and help instructors. Available to meet with instructors and help them prepare for content delivery.**

(2) Determine precise number of hours needed for instructors to deliver content, facilitate an activity, or administer an exercise.

(3) Validate pass/fail criteria for demonstrated psychomotor, decision-making and problem-solving skills.

(4) Validate test question items used for knowledge and cognitive learning.

(5) Take photos and video to build customized visual aids to support content.

(6) Identify content most viable for future on-line delivery.

> **NOTE: ROC will move toward delivery of lecture content on-line so instructors can spend more time doing practical skill development activities.**

(7)   Develop version control protocols for making future ROC updates and revisions.

NOTE: Provide MPTC Executive Director with time to share his expectations on (7) moving forward.

(8)   Test electronic distribution platforms for ROC materials.

B.   Lesson Manuscripts

SLIDE: "Lesson Manuscripts"; explain how the lesson provided for is the same format used for ROC; participants for this class were given "Instructor" lesson.

Each topic has an "Instructor" lesson with corresponding "Student" lesson. "Instructor" lessons include specific **"NOTES"** and directions for instructors. "Student" lessons possess identical content, less instructor notes.

1.   Instructor Lessons

"Instructor" lessons include specific information and directions for instructors. This includes, but is not limited to choreography (e.g., when to show a slide or video; facilitate discussion; conduct a group activity; etc.) skill development exercise parameters, and performance testing requirements. Instructors are required to deliver all content in "Instructor" lessons.

Instructors are encouraged to enhance content by sharing additional insight, examples, media articles, videos, and work experiences.

2.   Student Lessons

Recruits must be provided with "Student" lessons because they are tested on performance outcomes identified by learning objectives. Therefore, supporting visual aids, presentation slides and handouts cannot be used as "stand-alone" materials when delivering any topic.

SLIDE: "MPTC Mobile Site"; demo site and content; emphasize site is "live" and evolving; Only Volume I lessons are available. Volume II and III lessons will be published in the months ahead and no later than 30 days before delivery of content. Emphasize lessons available on mobile sire are for <u>pilot deliveries ONLY</u>.

Both "Instructor" and "Student" lessons for pilots will be made available online for downloading. A password will be needed to view or download all "Instructor" lessons. "Student" lessons with sensitive officer safety content also require a password.

<u>Until state-wide roll-out in January 2019, ROC lessons available online are for pilot deliveries ONLY.</u>

SLIDE: "Questions"; any content/topic covered thus far

NOTE: Tim Bonadies will deliver Section C. Active learning.

C.   Active Learning

SLIDES (2): "Active Learning"

MPTC is moving away from using the traditional lecture style for delivering ROC content for several reasons. Research consistently shows lecture-based deliveries to be generally ineffective. Consider the following examples:

- Listeners hear words at a rate of 400-500 words per minute. Trainers speak at a rate of approximately 100-200 words per minute. Listening for a sustained period to a speaker delivering content four times more slowly invites boredom and inattentiveness.[2]

- Attendees in lecture-based courses are inattentive at least 40% of the time.

- Students retain approximately 70% of information delivered in the first 10 minutes of a lecture, but only 20% of material delivered in the last 10 minutes.[3]

---

[2] Silberman, M.
[3] Ibid.

- Participants in a lecture-based psychology course only knew 8% more than a control group who had never taken the course.[4]

- Collaborative learning teams attain higher levels of content competency and retain information longer when compared to individual learners. Lecture limits collaborative interactions with other students, which decreases information acquisition and lessons opportunities for students to learn from each other.

Active learning methods emphasize participation and provide multiple opportunities for participants to discuss, analyze, contextualize, and apply lessons learned.

1.   Context

   SLIDES (2): "Active Learning: Context"

   Adults need context to fully process, store, and apply learned information. To achieve knowledge transfer, instructors must:

   a)   Connect lesson content to learner's past experiences.

   b)   Help learners apply information to subject matter-appropriate problems.

   c)   Connect learned information to current and future job tasks.

   d)   Provide learner with opportunities to analyze and reflect on information.

   When adults are provided with opportunities to discuss information with each other, they are more likely to learn and retain required knowledge. For example, students who discussed what had been taught with a partner, at frequent intervals, scored an average of <u>two letter grades higher</u> than students who did not discuss content shared by instructors.[5]

---

[4] Rickard, H., Rogers, R., Ellis, N., and Beidelman, W. page 15.
[5] Ruhl, K., Hughes, C., and Schloss, P. Pages 14-18.

2.   Learner Preference

SLIDE: "Active Learning: Learner Preference"

Learners prefer immediate, direct, and concrete experiences over lectures. Consider the following examples:

a)   Sixty-percent (60%) of college students demonstrate a practical rather than a theoretical approach to learning.

b)   High school students prefer learning activities that are "concrete and active" to activities that are "abstract and reflective" by over a 5:1 ratio.

3.   Recruit Officer Course (ROC)

Student officers must demonstrate how to make decisions and solve problems in a wide range of circumstances. To develop needed skills to be a police officer in the Commonwealth, recruits must repeatedly practice analyzing information, making decisions, and then assessing the impact of those decisions.

SLIDE: "Does the new ROC…."

Does the new ROC use active learning methodologies?

Yes. The new ROC will use less lecture and a variety of delivery techniques to inspire active student officer participation.

a)   Reflective Practice

SLIDE: "Reflective Practice"

Reflective practice is a conscious, directed effort of analyzing one's own performance. Reflective practice is used to help student officers learn from and contextualize their own professional experiences and combine theory and practice.

The new ROC employs reflective practice by (1) improving self-awareness and (2) inspiring critical self-analysis.

(1)   Self Awareness

SLIDE: "Reflective Practice: Self-Awareness"

Self-awareness is positively correlated with the following:[6]

- better performance of job-related tasks
- lower levels of psychological distress
- higher levels of persistence with tasks despite performance-related stress

Student officers who are more self-aware will perform better in training and on-the-job.

The new ROC uses an (a) emotional intelligence assessment and (b) DISC personality profile to improve self-awareness.

(a)   Emotional Intelligence Assessment

SLIDE: "Reflective Practice: Emotional Intelligence"

Emotional intelligence is the ability to recognize, manage, and respond to emotions effectively.

Emotional intelligence is the single strongest predictor of job performance and explains 58% of success in <u>all job types</u>.[7]

Ninety percent (90%) of top performers have high emotional intelligence.[8]

The new ROC provides student officers with insight into their current emotional intelligence profile and offers repeated opportunities for

---

[6] Sutton, A. Pages 645-658
[7] TalentSmart
[8] Ibid

recruits to interact in situations that assist the development of additional emotional intelligence skills.

SLIDE: "Handout – EI Self-Assessment"; Explain that this is a 60-minute activity from the "Who We Are" lesson.

Handout: Emotional Intelligence Self-Assessment.

(b) DISC Personality Profile

SLIDE: "Reflective Practice: DISC Personality"

Personality refers to individual differences in thinking, feeling, and behaving. Personality influences the way adults receive information, solve problems, communicate, decide, and interact with the world. Police officers must understand their personality to lead, follow, and communicate effectively.

The new ROC employs a structured DISC personality inventory to help student officers understand their own behavioral styles and develop the ability to "flex" their style to communicate more effectively with others.

SLIDE: "Handout – DISC Exercise"; Explain that this is a 30-minute exercise conducted during the "Who We Are" lesson and prior to an actual DISC Assessment. DISC assessment results are used as reference points throughout the ROC.

Handout: DISC exercise

    (2)   Critical Self-Analysis

SLIDE: "Reflective Practice: Critical Self-Analysis"

Critical self-analysis, especially after application exercises, allows adults to contextualize their actions and combine theory and practice. Student officers who critically assess their own performance are more likely to:

- learn from their mistakes
- develop a deeper understanding of ROC content
- apply ROC content in varied circumstances

b)   Facilitated Discussions

SLIDE: "Facilitated Discussions"; facilitate discussion with examples listed in lesson.

Facilitated discussions are a managed interaction where an instructor inspires student officer participation and uses student officer experiences to explore course content. Facilitated discussions are used to help student officers actively learn by:

- sharing ideas and experiences
- learning from each other
- remaining engaged during lectures
- inspiring analysis and reflection

The new ROC employs facilitated discussions in <u>every lesson plan</u>. The following instructor **NOTES** are facilitated discussion examples from Volume I lessons

Example: "Who We Are"

NOTE: Facilitate 15-minute discussion about "Professionalism." Ask student officers to (1) define "professionalism" in their own words; (2) provide a specific example of how they demonstrated

"professionalism" in the past; and (3) how "professionalism" will guide their approach to policing."

Example: "Problem Solving"

NOTE: Group Activity (45 Minutes)

Divide class into equal "departments." Each department is tasked with identifying the most significant problem facing law enforcement today. Allow 15 minutes for departments to conduct private discussions. Reconvene entire class and ask one individual from each department to present findings. Facilitate a discussion to identify one problem all departments agree on. Next, use the SERVE model to analyze that problem:

S – Spotting the problem
E – Ethical decisions
R – Research facts
V – deVelop and execute a plan
E – Evaluate results

c) Peer Demonstrations

SLIDE: "Peer Demonstrations"

Structured peer-to-peer interaction helps adults learn from and with each other. "Reciprocal peer learning can help student officers develop organizing, planning, leadership, and communication skills." [9] It also creates more opportunities for student officers to actively seek feedback from trusted peers.

The new ROC includes exercises designed for student officers to analyze peer activities and provide feedback. Peer demonstration exercises can produce higher levels of content competency and help student officers retain information longer.

---

[9] Boud, D.

**SLIDE: "Handout – Peer Demonstration Example";
review and discuss with participants; example is from
the Interview & Interrogations lesson.**

Handout: Peer Demonstration Example

d)   Application Exercises

The 2 common types of application exercises for active
learning are *individual* and *group.*

(1)   Individual

SLIDE: "Application Exercises: Individual"

Individual application exercises provide student
officers with a forum to practice and demonstrate
competency in required skills. These exercises
include specific parameters for set-up, administration
and evaluating student competency (i.e., performance
testing).

Each individual application exercise has an exercise
script with assessment matrix to ensure instructors
use consistent conditions when evaluating student
performance. Individual application exercises are
included throughout the ROC. Topics include, but are
not limited to the following:

(a)   Use of Force

(b)   Criminal Investigations

(c)   Motor Vehicle Investigations

(d)   Interviews & Interrogations

(e)   Emergency Vehicle Operations

(f)   Emergency Medical Responder

SLIDE: "Handout – Individual Application Exercise"; review and discuss with participants

Handout: Individual Application Exercise Example

(2) Group

SLIDE: "Application Exercises: Group"

Group application exercises provide student officers with a forum to practice and demonstrate competency in required skills.

Using specific parameters, instructors will evaluate student officer performance in team environments.

Group application exercises are included throughout the ROC. Specific skill areas include, but are not limited to the following:

(a) Evidence Collection

(b) Searches (places, persons, vehicles)

(c) Sexual Assault Investigations

(d) Domestic Violence Investigations

(e) Juvenile Investigations

4. Best practices for using active learning methodologies

SLIDE 1: "Best Practices"

a) Increase student officer self-awareness by consciously connecting all activities to emotional intelligence and personality

(1) Ask student officers to assess personality style of peers, role players, and other instructors after individual and group application exercises.

(2) Remind student officers to adjust their communication style (e.g. DISC). Ask recruits to describe when, why and how they adjusted their style.

(3) Ask student officers to reflect on and discuss their emotional responses after individual and group application exercises. Focus on specific components of emotional intelligence, including self-awareness, self-management, social awareness, and social management.

(4) Ask student officers to identify particular cues they used to adjust their communication style or approach when interacting with others. Use this information to help recruits assess their social awareness and social management skills.

b) During feedback sessions, inspire reflective practice by asking student officers for input before delivering evaluation comments. This can be accomplished by asking student officers 4 basic questions.

SLIDE 2: "Best Practices"

(1) What happened?

(2) What went well?

(3) Would you do anything differently next time?

(4) What did you learn?

c) Develop additional opportunities or integrate peer-to-peer learning. Foster an environment where peer feedback is valued and sought after. Encourage truthful assessment, honest evaluation, and accountability among peers.

SLIDE 3: "Best Practices"

(1) Buzz groups: Subdivide class into smaller groups for discussions.

(2)   <u>Role playing</u>: Augment existing instructional materials with recruit-led role-playing exercises.

(3)   <u>Student presentations</u>: Use student officers to design and deliver presentations of course materials

d)   Facilitate active discussions and keep student officers engaged by inspiring participation.

SLIDE 4: "Best Practices"

(1)   Provide structure to the discussion.

    i)   Clearly identify discussion purpose and parameters.

    ii)   Using a strategy to ensure participation (e.g., small group discussion; call on specific student officers; etc.).

(2)   Guide the discussion.

    i)   Provide all student officers who want to participate with an opportunity to do so.

    ii)   Keep discussion focused on topic.

    iii)   Summarize information shared by student officers so they know you heard and understand them.

    iv)   Synthesize information to ensure student officers understand your interpretation of what he or she said.

    v)   Ask open-ended questions to inspire critical thought.

    vi)   Ask specific student officers questions in lieu of the class as a whole.

vii) Do not discount any information shared by student officers. If information shared does not align with topic or course content, rephrase or clarify.

(4) Record information.

Use dry erase boards, flip charts, or other methods to record student officer's own words so they are seen by everyone.

(5) Manage conflict.

Establish clear rules and hold student officers accountable to those rules. Reframe non-productive statements and refocus on topic when needed.

(6) Summarize discussion.

Summarize critical points at the conclusion of each facilitated discussion. Connect critical points to broader ROC themes (ethics, etc.). Contextualize critical points within broader ROC subject matter areas.

NOTE: Jon Blum will deliver remainder of lesson.

D. Performance Testing

SLIDE: "Performance Testing"; explain why the ROC is using more end of topic tests (e.g., more effective at targeting content where improvement is needed)

Student officer performance testing (with pass/fail) criteria will include multiple end-of-topic topic tests, individual application exercises and a final comprehensive exam.

End-of-topic tests and final comprehensive exam question content will come directly from lesson manuscripts and correlate with ROC learning objectives. Questions will use a combination of recall, recognition, and application (i.e., scenario). Question formats will

include multiple-choice and matching with one correct response and at least three acceptable distractors.

E.   Total Hours

SLIDE: "Total Hours"; emphasize how total number of hours may stay the same, decrease or increase with each topic.

The projected total number of hours for the new ROC is currently 717. Three-hundred and forty-four (344) hours are allocated to classroom delivery using a combination of traditional lecture and active learning methodologies. Three-hundred and seventy-three (373) hours are allocated to individual activity exercises, practice and skills performance testing.

Total hours may remain the same, increase or decrease after piloting.

III.   Conclusion

A.   Summary

SLIDES (2): "Summary"

To effectively train student officers, the new ROC is moving away from the traditional topic-centric approach and lecture delivery. More emphasis and time is allocated to active learning methodologies. The new approach is designed to provide student officers with more opportunities to practice skills learned for prompt on-the-job application.

ROC content is strategically introduced. Each lesson serves as building block for the next. Critical content (e.g., procedural justice; problem solving, etc.) is reinforced consistently by different instructors with a wide range of expertise.

Core principles of procedural justice, legitimacy, integrity, ethics, leadership, decision making and problem solving are fused throughout ROC. The goal is to ensure that every student officer embodies the skills and values needed to be a Commonwealth police officer.

ROC Motto: "Professional Service through Integrity, Equality and Excellence."

ROC Acronyms: Used to identify step-by-step best practices and core MPTC philosophies of "Who We Are."

- SERVE
- PRIDE
- PRINCIPLES
- RESPECT
- PROTECT

B.   Learning Objectives

SLIDES (2): "Learning Objectives"

C.   Questions

SLIDE: "Questions"

SLIDE: "Thank you" (end slide)

Emotional Intelligence Self-Assessment

Student Officer Name	Department	Academy

Emotional intelligence is the ability to recognize, manage, and respond to emotions effectively. This self-assessment is designed to provide you with insight into your emotional intelligence strengths and areas for growth.

Instructions: The statements below are divided into four categories: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. Read each statement and circle the number that most closely represents your agreement with the statement. Rank each statement using the following scale:

0 = Never	**1 = Rarely**	**2 = Sometimes**	**3 = Often**	**4 = Always**

After you complete a category, add up the total score and record in "Total:_____"

Self-Awareness		Total:_____				
1. My feelings are clear to me at any given moment.		0	1	2	3	4
2. Emotions play an important part in my life.		0	1	2	3	4
3. My moods impact the people around me.		0	1	2	3	4
4. I find it easy to put words to my feelings.		0	1	2	3	4
5. My moods are easily affected by external events.		0	1	2	3	4
6. I can easily sense when I'm going to be angry.		0	1	2	3	4
7. I readily tell others my true feelings.		0	1	2	3	4
8. I find it easy to describe my feelings.		0	1	2	3	4
9. Even when I'm upset, I'm aware of what's happening to me.		0	1	2	3	4
10. I am able to stand apart from my thoughts and feelings and examine them.		0	1	2	3	4

Emotional Intelligence Self-Assessment

Self-Management	Total:_____				
1. I accept responsibility for my reactions.	0	1	2	3	4
2. I find it easy to make goals and stick to them.	0	1	2	3	4
3. I am an emotionally balanced person.	0	1	2	3	4
4. I am a very patient person.	0	1	2	3	4
5. I can accept critical comments from others without becoming angry.	0	1	2	3	4
6. I maintain my composure, even during stressful times.	0	1	2	3	4
7. If an issue does not affect me directly, I don't let it bother me.	0	1	2	3	4
8. I can restrain myself when I feel anger towards someone.	0	1	2	3	4
9. I control urges to overindulge in things that could damage my well-being.	0	1	2	3	4
10. I direct my energy into creative work or hobbies. .	0	1	2	3	4

Social Awareness	Total:_____				
1. I consider the impact of my decisions on other people.	0	1	2	3	4
2. I can easily tell if the people around me are becoming annoyed.	0	1	2	3	4
3. I sense it when another person's mood changes.	0	1	2	3	4
4. I am able to be supportive when giving bad news to others.	0	1	2	3	4
5. My moods are easily affected by external events.	0	1	2	3	4
6. I am generally able to understand the way other people feel.	0	1	2	3	4
7. My friends can tell me intimate things about themselves.	0	1	2	3	4
8. It genuinely bothers me to see other people suffer.	0	1	2	3	4
9. I usually know when to speak and when to be silent.	0	1	2	3	4
10. I care what happens to other people.	0	1	2	3	4
11. I understand when other peoples' plans change.	0	1	2	3	4

Emotional Intelligence Self-Assessment

Relationship Management		Total:_____			
1. I am able to show affection.	0	1	2	3	4
2. My relationships are safe places for me.	0	1	2	3	4
3. I find it easy to share my deep feelings with others.	0	1	2	3	4
4. I am good at motivating others.	0	1	2	3	4
5. I am a fairly cheerful person.	0	1	2	3	4
6. It is easy for me to make friends.	0	1	2	3	4
7. People tell me I am sociable and fun..	0	1	2	3	4
8. I like helping people.	0	1	2	3	4
9. Others can depend on me.	0	1	2	3	4
10. I am able to talk someone down if they are very upset	0	1	2	3	4

To identify your emotional intelligence strengths and areas for improvement, place each category total scores on the scale below:

Component	Score
Self-Awareness	0 2 4 6 8 10 12 14 16 18 20 22 24 **26 28 30 32 34** 36 38 40
Self-Management	0 2 4 6 8 10 12 14 16 18 20 22 24 **26 28 30 32 34** 36 38 40
Social Awareness	0 2 4 6 8 10 12 14 16 18 20 22 24 **26 28 30 32 34** 36 38 40
Relationship Management	0 2 4 6 8 10 12 14 16 18 20 22 24 **26 28 30 32 34** 36 38 40

Measure your effectiveness in each component using the following key:

0 – 24   Requires additional attention and development

25 – 34   Effective, but consider strengthening

**35 – 40**   Enhanced. Use these skills to develop weaker areas.

DISC Exercise

Place signs labeled "Action," "People," "Thought," "Task," "D," "I," "S," and "C" around the classroom in the manner identified in the image to the right.
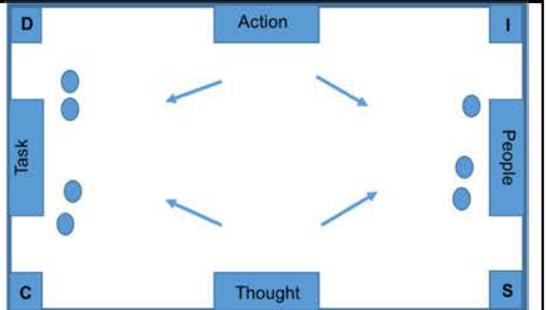
Instruct student officers to stand in the middle of the room.
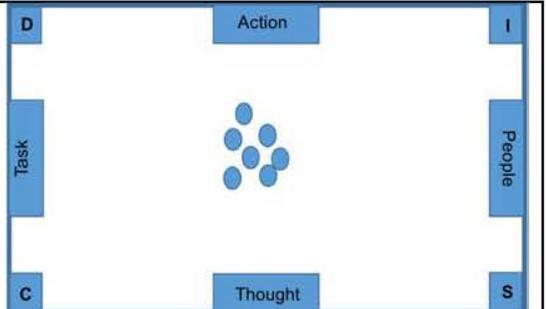
Step 1: Instruct student officers to select which term, "Action" or "Thought," better describe them and stand by that sign.
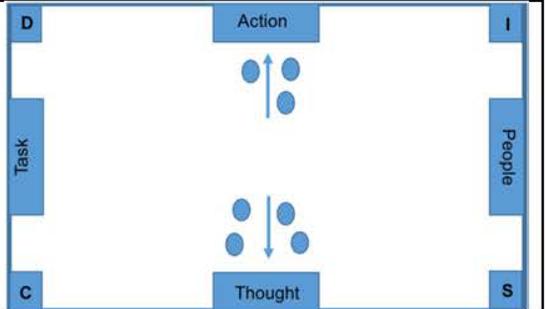
Step 2: From their new position, instruct student officers to select which term, "Task" or "People," better describe them and stand by that sign.

Step 3: Student officers have now self-selected into groups that represent the four personality styles. Ensure that the groups accurately reflect these choice combinations:

Action and Task - D
Action and People - I
People and Thought - S
Thought and Task – C
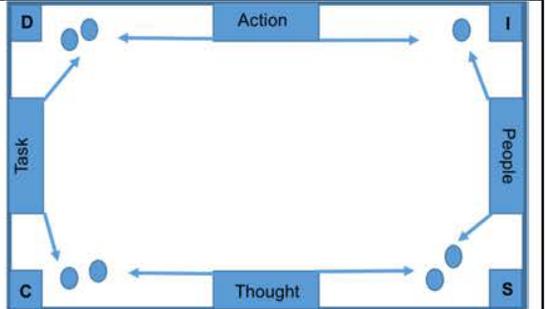
Provide each group with a training aid (e.g., flip chart paper). Give each group 10 minutes to write down "words" that best describe their personalities. Facilitate a discussion with each group describing their personality style using the words identified.

Peer Demonstration Example

Purpose: Demonstrate how to build rapport and properly administer Miranda during a custodial interrogation under some degree of stress.

Logistical Requirements: Classroom ample seating space for 10 or more student officers and 2 free standing chairs.

Time Needed: 20 minutes per recruit as divided into the following segments.

- Set-up (5 minutes)
- Exercise Execution: (10 minutes)
- Peer Feedback: (5 minutes)

Role Player Instructions: You are P. Jones and sell [DRUGS] in [CITY]. You recently received another shipment of [DRUG] to sell. You are under arrest and do not typically speak with police officers, but want to learn more about what police know regarding your activities. You agree to be interviewed, but are suspicious and not very cooperative.

Interviewing officer must attempt to build rapport with you and inform you of your Miranda rights. React in a natural way to the officer's approach. If the officer successfully develops rapport and professionally advises you of your rights, agree to speak with him/her. If the officer does not attempt to develop rapport or provides unclear/deceptive reasons for administering Miranda, decline to speak and request a lawyer.

Set Up:
Provide role player with instructions above in advance and have him or her wait outside the classroom until summoned. Use 2 chairs to create a simulated interview room in the front of the classroom.

Student Officer Instructions: Inform all student officers that an interrogation of P. Jones must be conducted. There is evidence to believe that P. Jones is in possession of [DRUGS] with intent to distribute. Police possess a video of P. Jones selling [DRUGS] to Jack Adams. Mr. Adams told police that P. Jones just received a shipment of [WEIGHT/DOSES] [DRUGS] to sell in [CITY]. Your assignment is to interrogate P. Jones using the PRINCIPLES method, specifically to develop rapport and administer Miranda warnings.

Peer Demonstration Example

Select one student officer to conduct interrogation. Instruct him or her escort P. Jones from [LOCATION] into the classroom and conduct the interrogation. Give student officer not more than 10 minutes to develop rapport and deliver Miranda warnings or the role player invokes his/her right to counsel.

Evaluation Instructions: Solicit feedback from observing student officers using the following questions:

- What went well?
- What rapport techniques did the interrogator use?
- Was the transition to Miranda smooth and believable?
- Should the interrogator have done differently? If yes, what?

Individual Application Example

Purpose: Demonstrate effective communication, active listening and reframing skills under some degree of stress.

Logistical Requirements: Room or area large enough to accommodate 3 role players and 2 student officers.

Time Needed: 20 minutes per recruit as divided into the following segments:

- Initial instructions & Questions (5 minutes)
- Exercise Execution: (10 minutes)
- Feedback: (5 minutes)

Role Player Instructions: Provide all role players with their scripts and copy of student officer "Communications Check List." To ensure consistent delivery for all students, role players cannot deviate from scripts.

WIFE: You and your husband were arguing over money. Your live-in mother-in-law became involved and started yelling at you. You are angry because you believe your mother-in-law is *"nosy and hates you for no real reason."* You resent her because she *"always gets involved with your marriage."* Your anger increases when she talks to responding police officers because this is a *"private matter and none of her business!"* Do not use any violence toward or threaten student officers. Follow all instructions provided by student officers. Remain angry and unwilling to cooperate unless the student officer communicates effectively and uses reframing skills.

HUSBAND: You are angry about your wife's spending habits and equally *"upset that your wife and mother are arguing with each other about you."* Do not use any violence toward or threaten student officers. Follow all instructions provided by student officers.

MOTHER: You do not believe she *"treats your son with respect"* and is *"not a good housekeeper."* During the scenario, express disappointment about your son being *"trapped in a marriage with someone who does not care about him."* Do not use any violence toward or threaten student officers. Follow all instructions provided by student officers. Remain angry and unwilling to cooperate unless the student officer communicates effectively and uses reframing skills.

The wife, husband and mother-in-law live in a townhome. A neighbor called the police because the *"people next door would not stop yelling."*

Individual Application Example

<u>Student Officer Instructions</u>: Use 2 student officers per scenario, but identify a primary officer to communicate for evaluation. Provide all student officers with the following instructions.

You have been dispatched to investigate a "noise complaint" where people are arguing. Your task is to de-escalate the conflict using effective communication, active listening and reframing skills. Instructors will evaluate your ability to demonstrate reframing skills. You may carry the "Communications Check List" with you and refer to it if needed.

<u>Evaluation Instructions</u>: Do not allow any scenario to go longer than 10 minutes even if student officer has not demonstrated required skills. Provide clear, concise and relevant feedback immediately after scenario is over. Instructors may also ask for feedback from role players as needed. Optional questions to ask student officers include the following:

- **What communication and reframing techniques did you use?**
- **Were techniques used effective? Why or why not?**
- **What would you do differently if you had a change to do it over?**

Individual Application Example

_____
Student Officer Name　　　　　　　　　　Date　　　　　　　　　　Academy

Is this remedial performance testing: Yes / No

Scenario Type: _____

Barriers (required for all exercises)	S	U	
Eliminated physical obstacles			
Eliminated external distractions			
Showed appropriate empathy			
Was not biased, ambiguous or sarcastic			
Did not interrupt or predict			
Active Listening (required for all exercises)	S	U	
Used open posture, eye contact and appropriate expressions			
Acknowledged person's emotions			
Asked relevant questions			
Summarize what person said and provided feedback			
Reframing	S	U	N/A
Identified the real issue or problem			
Convert "you" to "I" statements			
Removed toxic language from statements			
Restated message to focus on real issue or problem			
Negotiating	S	U	N/A
Separated people from the problem			
Focused on interests, not positions			
Identified options for mutual gain (win-win)			
Insisted on objective criteria			

Use reverse side for notes.

_____
Instructor Name (print)　　　　　　　　Date　　　　　　　Instructor Signature

Distribution: Copy to student officer. Original to Academy Director.