



PBL

NEW OPPORTUNITY FOR POLICE TRAINERS AND ACADEMY INSTRUCTORS

INSTRUCTOR CERTIFICATION IN POLICE PROBLEM BASED LEARNING

A new standard in excellence for 21st Century teaching

In this course you will learn how to teach through a dynamic, and unique, new form of training - Problem Based Learning (PBL). PBL is a state-of-the-art educational approach originally emerging in medical schools. It is student-based and uses real-life problems to help students learn to solve problems and think in creative ways. PBL is emerging as the most dynamic and engaging form of learning for officers of all ranks. The one of a kind, 10 day course is intensive, hands-on, and has been described as the most challenging, and satisfying, course in policing today.

Be among the first in the country to become PBL certified

Be among the first to learn "Police PBL" – the new version of PBL crafted specially for police educators by the instructors of this course. It is the basis of the new US Department of Justice field training method - the Police Training Officer program – which the instructors of this course co-created. You will be taught by the originators of this program not only how to teach PTO, but how to incorporate PBL into all your police training from academy to advanced in-service.

Skills you will learn

- How to use PBL to help students self-discover course material and take ownership of their own learning
- How to use the tools of Police PBL: the ill-structured problem, the cohort learning group, tutoring and mentoring, emotional intelligence, and the evaluation rubric
- How to encourage students to think creatively and think on their feet in a competent, and confident, manner.
- How to coach students to resolve neighborhood problems in collaboration with the community
- How to help police recruits become confident, safe and ethical officers

Who should attend

- Academy instructors and managers
- Field training officers and Patrol supervisors
- Educators in criminal justice and policing

TRAINING FOR THE 21ST
CENTURY OFFICER

September 28 ~
October 09, 2009

www.drps.ca

Facilitators:

For further Bio information on Mr. Cleveland & Mr. Saville please refer to Page 9 & 10 within this document.

Gerry Cleveland: *Co-chair of the Police Society for Problem Based Learning.*

Co-developer of the national PTO program and PBL Instructor Development certification for the U.S. Department of Justice. Internationally respected education specialist and former high school principal. For 15 years has consulted and taught using problem-based learning. He worked for 10 years as a police officer and has a Juris Doctor in Law from the Notre Dame University.

Greg Saville: *Co-chair of the Police Society for Problem Based Learning. Co-developer of the national PTO program and the PBL Instructor Development certification. Adjunct professor in national security at the University of New Haven. Senior partner with AlterNation, a Canadian/US consulting firm helping change agents with transformative change. He is an experienced police educator and a former police officer.*

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PBL

ENGAGE YOUR LEARNERS

Course information

This course will be a two week session held at Durham College – UOIT in Oshawa, Ontario. The sessions will consist of full days, with group assignments and work required of participants during evening hours. There is also an on-line pre-course assignment and a field exercise required prior to arrival at the course. Successful candidates will be certified PBL instructors joining an elite group of police educators centered at the Police Society for Problem Based Learning.

The cost for the 80-hour training, the on-line course, on-line mentoring, and subsequent certification with the Police Society for Problem Based Learning is **\$2,400.00 per candidate**. Accommodation is available at the standard government approved rate of \$59.95 per night by booking prior Registration Deadline dates listed below.

On successful completion of the course, candidates will become qualified to teach the PTO course, to create additional courses using PBL, and to teach other PBL designed police courses.

As part of their in-class assignments, course candidates are asked to bring a copy of course curricula and training manuals for other police courses they already teach, or have taken. Candidates will complete the Pre-course assignment a month prior to the on-site course. They will present it during the first day of class.

Fall 2009

Course Dates: September 28 ~ October 09, 2009
Registration Deadline: August 28, 2009

Name: _____

Organization: _____

Address: _____

Telephone: _____ Fax: _____

E-mail: _____

Directions & Accommodations

Durham College is located at 2000 Simcoe St. North, Oshawa, ON. If you are Eastbound along the 401 Hwy. take exit 417, Simcoe Street. Upon exiting the 401 you will come out to Bloor Street. Turn left and approx 50ft to the east is Simcoe Street. Turn left onto Simcoe Street and drive 8.3 kilometers through the city to Durham College.

If you are Westbound along the 401 Hwy. take exit 418, Simcoe/Ritson Street. Upon exiting the 401 you will turn left onto 1st Ave, which is located at the first set of lights. Proceed west approximately 500ft to Simcoe Street. Turn right and drive 7.8 kilometers through the city to Durham College.

We are not recommending the College Residence for the fall course. 2009/10 Class are back in session and previous experience has proven the accommodations during this time are extremely busy and noisy. However a listing of Hotels within the area can be located on pages 11 & 12 within this document.

Course Registration Fall 2009:

Course Registration is only confirmed:

- *When a cheque or money order is received*
- *Cheque payable to:
Durham Regional Police Service*

REGISTER SOON:
Seating is very limited.

For More Information contact:

Durham Regional Police Service

2000 Simcoe Street North
Oshawa, Ontario L1H 7L7
Attention: Shelley Kluem,
Administrative Assistant
(905) 721-2000 Ext. #2450 or via
email: skluem@drps.ca

PBL Curriculum Design – Course Structure

Greg Saville and Gerry Cleveland, Course Developers

This course includes the following adult learning strategies within the problem-based learning methodology

Day 1 - Mon AM

BLOCK 1 - INTRODUCTION TO PBL

BLOCK 1 OBJECTIVES - INTRODUCTION TO PBL

At the conclusion of this block the learner will be able to:

- Explain how the course problem relates to the his or her job as a PBL instructor
- Describe the three overarching course objectives
- Demonstrate how the learner will use the personal evaluation rubric to evaluate his or her progress
- Explain the basic principles and history of PBL by:
 - Differentiating PBL from co-operative learning, role playing, scenario training and other forms of teaching, and
 - Illustrating why it is necessary to start with an ill-structured problem and evaluation rubric
- Use journaling to assess his or her own learning within this course
- Describe the importance of self assessment as a form of emotional intelligence
- Explain Course Assignment #1 - the Leadership Course Curriculum assignment

Course Assignment #1. Instructors break class into “Study Groups”. Each student is handed the PBL Leadership Course curriculum assignment.

This is your final deliverable product in this course. It is due on the afternoon of Day 10. You will form into a group that will serve as your study group for this exercise, and will also serve as your general study

group for the entire course. You must read the PBL Leadership Course curriculum and then use the PBL method to become familiar with the concepts and the material from this course. Each student will then write a 5-page paper evaluating the PBL Leadership Course curriculum using material and concepts from this PBL class. Each student must then prepare a 5-minute presentation and poster display about how they will incorporate leadership ideas to promote PBL concepts where they work. This assignment will be evaluated by the course instructors and returned via mail after the course.

BLOCK 2 (A) - PRECOURSE PBL ASSIGNMENT

BLOCK 2 OBJECTIVES - PRECOURSE PBL ASSIGNMENT

At the conclusion of this block the learner will be able to:

- Complete the tasks on the Pre-course Evaluation Rubric at a superior level or higher.

Day 2 - Tuesday AM

BLOCK 3 - EMOTIONAL INTELLIGENCE/MULTIPLE INTELLIGENCE

BLOCK 3 OBJECTIVES - EMOTIONAL INTELLIGENCE/MULTIPLE INTELLIGENCE

At the conclusion of this block the learner will be able to:

- Assess how the basic principles of emotional intelligence apply to all aspects of teaching
- Assess how the basic principles of multiple intelligence apply to all aspects of teaching
- Evaluate his or her own strengths and weaknesses in EI and MI as an instructor
- Demonstrate the conflict resolution and anger management styles the learner uses as an instructor

Day 2 - Tuesday PM

BLOCK 4 – PROBLEM-BASED LEARNING

BLOCK 4 OBJECTIVES – PROBLEM-BASED LEARNING

At the conclusion of this block the learner will be able to:

- Explain the ill-structured problem in PBL and contrast well developed problems with poorly written examples
- Synthesize, for the learner’s own use, the main factors that cause group dysfunction and what can be done about them
- Analyze his or her own ability to “let go” of power as an instructor (using the course journal to document the analysis)

Day 3 - Wednesday AM

BLOCK 5 – INSTRUCTOR SKILLS WITHIN PBL

BLOCK 5 OBJECTIVES – INSTRUCTOR SKILLS WITHIN PBL

At the conclusion of this block the learner will be able to:

- Prepare a presentation, and then deliver it, regarding the critical skills every instructor must master including writing, research, and teaching methods
- Apply the PBL method for solving problems in groups
- Describe and evaluate the role of group learning in PBL
- Compare the difference between instructor “technologies” and teaching methods

PBL Exercise #1: Instructor Technology Problem

You are an experienced police instructor in a PBL certification course. You have been given the task of adopting skills and methods from the topics below into your future PBL training. The material is broad and you have a limited time available for research and delivery. You, your classmates and your future students will be the recipients of the material you collect, evaluate, and synthesize for presentation. This is not a cut and paste exercise. You must read and present the material in your own words. You are not initially comfortable with the idea of using PBL as a teaching methodology.

You must decide how you will divide the material among yourselves and how you will do the research. You must present this material in the most appropriate manner so that all of your colleagues in the class can learn and have access to all the materials. You must provide written material on each topic so that it can be collated into a resource manual for you and your fellow students.

Your resources are limited to this classroom, the computer lab, and local municipal or university libraries. You and your peers will complete and use the Instructor Technology Problem Rubric to evaluate your group work, your research, your presentation, you're your communication. This evaluation will also serve as your second Course Milestone. The class will have a total of three hours to deliver all the material. The material must be delivered before noon on Day 5.

Day 5 - Friday PM

BLOCK 6 - THE PTO PROGRAM

BLOCK 6 OBJECTIVES - THE PTO PROGRAM

At the conclusion of this block the learner will be able to:

- Explain the structure, purpose, and teaching methods of the PTO course
- Create a curriculum to teach the PTO course
- Teach the PTO course
- Evaluate others who teach the PTO course

- Evaluate his or hers own performance in cohort learning groups, especially in relation to the preparation of materials, contribution to deliverable products, and the learner's emotional intelligence
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Day 8 - Monday AM

PBL Exercise #2: The PTO Course Problem

You are a police instructor in a PBL course and have been given the task of learning about a new 5-day Police Training Officer (PTO) course. You must not only learn the content of the material in the course, you must determine how the various instructional blocks in the course could be taught using PBL. You must read the PTO Manual and also the PTO Training Standard. Working in groups you will then select two blocks within the PTO course that will become the focus of your work.

Your group will work on the first block of instruction on Monday and deliver your results to the class in a presentation on Tuesday. You will then move to a different group and work on another block of instruction on Wednesday. You will deliver your results from that in a presentation on Thursday. No more than 20 minutes of presentation time per group is allowed.

For each block of instruction that you choose to study you must prepare the following: a written lesson plan that incorporates PBL; a PowerPoint presentation on a disk; and a simple evaluation rubric focused on the learning outcomes, teaching methods, and the material presented during your presentation. Your colleagues will use this rubric to evaluate your presentations.

You may present your information in the manner most appropriate for the class, however remember that the focus of your presentation is not only about the PTO material, but also on how you choose to use PBL to teach it.

Day 10 - Friday AM

BLOCK 7 – PBL AND COPPS

BLOCK 7 OBJECTIVES – PBL AND COPPS

At the conclusion of this block, the learner will be able to:

- Evaluate the differences and similarities between problem-oriented policing and PBL
 - Synthesize in his or her journal how they will employ leadership, PBL and cohort learning groups to help promote reform towards problem-oriented policing.
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Day 10 - Friday PM

BLOCK 8 – LEADERSHIP IN PBL

BLOCK 8 OBJECTIVES – LEADERSHIP IN PBL

At the conclusion of this block, the learner will be able to:

- Demonstrate the structure, purpose, and teaching methods of the PBL Leadership course.
 - Evaluate the PBL Leadership course using his or her knowledge of PBL
 - Prepare a plan for implementing PBL into the training in the learner's workplace
 - Assess the learner's own learning from the PBL course and he or she will apply it
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Gerry Cleveland



In 2000, Greg Saville and I were asked by Chief Jerry Hoover and Deputy Chief Ron Glensor from Reno, P.D. to come to a meeting in San Diego to discuss a new training program for police officers. At the time I was the Principal of a number of programs for at-risk secondary school students and a regional Safe School Principal. I had spent several years in my capacity as an administrator liaising with a local police academy to support community oriented policing efforts. It was my role to train new police officers in problem solving and community-oriented policing in relation to urban youth.

When I was asked to go to San Diego, I initially decided that I couldn't spare the time from work. I had been a police officer years before, but I had made the transition to education and didn't see myself returning to work in policing. I made my apologies to Greg and Ron, but at the last minute I had a cancellation and the opening in my schedule allowed me to attend. It was the most fortuitous cancellation of my professional life. The past two years of working with police training officers across the country has been an extraordinary experience.

At that initial meeting, representatives from around the country gathered to discuss how to improve the educational experience for police trainees as they began their post academy training. The previous system, while effective for its time, had not kept pace with current educational trends. It was heavily laden with evaluation forms and the group was looking for a method that focused less on evaluation and more on training new officers.

I had completed a problem based learning program in my principal's course and had been using the method for a number of years when working with my students. Greg and I discussed the applicability of Problem Based Learning and its effectiveness in a number of other fields and decided that it was the way to go in terms of police training. It offered "real world" solutions to policing problems and, most importantly, the method was in keeping with what researchers had learned about effective teaching and learning strategies for adult learners.

We wrote the program and tested it in Reno, Savannah, Colorado Springs, Richmond CA., Lowell and Charlotte. Each city offered our team terrific support from across the ranks and each of the chiefs and senior command members in those communities should receive special recognition for their inspired leadership in changing the shape of police training. Each city offered suggestions and the implementation team improved the training manual as we moved from site to site. The individuals most responsible for the changes we made to our original model were the training officers in the nine classes we taught. Their suggestions and positive input were invaluable in helping the team create the finished product. Their dedication and commitment to improving policing practices reinforced for me my long held belief that police officers are generally open minded and keen to accept those changes that will benefit their communities. To every one of the officers we taught, I'd like to offer a sincere thank you for your efforts.

To all the implementation team, including the officers from Reno, the original test site, the researchers at PERF, and to my writing partner and friend, Greg Saville, I want to say thank you for all your efforts. I look forward to seeing this movement continue across the nation and move into other police agencies throughout the world. I look forward to helping that movement in my role as President of PSPBL and I promise to continue to seek the input and advice of police officers, education specialists and criminologists as we move through this exciting time of change in police training.

Co-developer of the national PTO program and PBL Instructor Development certification for the U.S. Department of Justice. Internationally respected education specialist and former high school principal. For 15 years has consulted and taught using problem-based learning. He worked for 10 years as a police officer in Toronto. Gerry, an Australian lawyer, has a Juris Doctor in Law from the Notre Dame University (Perth and London). He began his legal career in Criminal law when he was first admitted. He currently practices Consumer Credit law in Australia and teaches at Notre Dame Law School in Perth.



Greg Saville

I had no idea I was getting into something that would change my professional life. My original involvement with problem-based learning (PBL) began in the 1980s during Graduate School when I was first exposed to self-directed learning. York University was committed to helping students develop their own plan of study. Accompanying this flexible curriculum was responsibility for mastering my field of study. I was expected to present my ever-changing work every 6 months and then defend this in front of a committee of professors. There's nothing like pressure performance to bring out the best in students, at least in this one.

At the time I was a police officer teaching self-defense to police officers. I was struck by their many different learning styles. Though the techniques we taught were typical defensive tactics training, each officer learned these things in different ways. Some responded to verbal instructions, others to demonstrations, and yet others to written directions. Adult learning was not as simple as giving a lecture and expecting results. That's just not how people learn.

Two other places where I used adult learning was teaching crime prevention through environmental design and problem-oriented policing. In both courses we use extensive group work and field projects. Since I began in 1989, these methods had always been the most popular and effective parts of the program. The other time I saw adult learning take hold was from 1993 to 1998 when I was national advisor in problem-oriented policing to the Royal Canadian Mounted Police. I taught the RCMP instructional staff at their national training academy. POP was a large shift back then for the RCMP and before long the training staff realized new methods were required in their basic recruit academy. Transformation began shortly after and today they lead the police world in academy training methods.

By the time I began teaching at Florida State University in 1998, my own personal shift to adult learning and PBL was already well underway. Unfortunately my experience with university teaching, and police instruction, was rather sad. Most of it is characterized by teachers lecturing at students. The "sage on the stage" left little room for self-directed learning or, in some cases, any learning at all. That was when Gerry Cleveland and I began discussing adult learning and PBL. He described how he had been using these methods in his high school teaching and how I could use them with my university students. I decided to give it a try.

My colleagues at Florida State warned me about "tampering" with traditional lectures, especially since I was assigned over 250 criminology students to teach in two different classes. They told me using groups and having the students teach each other would never work. They were wrong! Not only did it work far better than the traditional lecturing system, my students flourished. The administration staff kept asking me why so many students were lining up to take these particular classes. My students told me they were actually learning the material and retaining it after they took the final exams. Many indicated they would remember this class for a long time to come. Will I someday return to a strict lecture format without determining whether that is how my students actually learn? In my view that is neither an ethical nor effective way to teach students. I will never go back.

By 1990, Gerry Cleveland and I had developed our ideas on how to more fully integrate PBL into policing. Luckily we soon had the opportunity to try them out. Deputy Chief Ron Glensor from the Reno Police called me and indicated that Reno Police had obtained funding from the COPS office for a research project on field training. Chief Jerry Hoover and he had launched a national program to update the traditional San Jose model of field training. Were we interested in participating? I mentioned the PBL method to Ron and he indicated he thought this might be just the approach that could work in police field training.

Now we have a new national PTO model, an international PSPBL society, and this website. It's funny how things can change so quickly when the time is right. If there is anything I've learned in the past few years clearly, the time is right for moving forward in policing.

DURHAM REGION HOTEL/MOTEL ACCOMMODATION INFO FOR

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PRICES ARE SUBJECT TO CHANGE

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L1J 5Y6

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L1N 9S3

905-665-8400

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PRICES ARE SUBJECT TO CHANGE

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OSHAWA, ONTARIO
L1H 7K6

905-576-5101

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\$123.00 PLUS TAX PLUS \$10.00 ADDITIONAL FOR EACH ADULT
MONDAY – FRIDAY ONLY – DELUXE CONTINENTAL BREAKFAST

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WHITBY, ONTARIO
L1N 6A7

905-432-8800

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CONTINENTAL BREAKFAST

TRAVELODGE

940 CHAMPLAIN AVENUE
OSHAWA, ON
L1J 7A6

905-436-9500

RATES: 85.00 – GOVERNMENT RATE. EXTRA \$10.00 IFOR SECOND PERSON IN ROOM
AND INCLUDES CONTINETAL BREAKFAST