Interest and limits of simulation in police training

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Plan of the presentation

1. Subject and theoretical foundations
2. Objective and methodology
3. Results
4. Conclusions
1. Subject and theoretical foundations (1/3)

Initial Training

- Professional skills
- Reflexive skill
Basic training?

It’s a vocational training necessary to practise a first job as

- Police officer
- **Police inspector**
- Police principal inspector
- Police superintendent

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1. Subject and theoretical foundations (2/3)

**Work experience**

- Police officer: 2 weeks
- Police inspector: 6 weeks

Simulation of police interventions

Mentor
1. Subject and theoretical foundations (3/3)

The simulation presents limits

The goal (Fauquet-Alekhine & Maridonneau, 2011):

- To put into practice the knowledge and skills taught
- To discuss them afterwards

Organisation:

- Premises destined and furnished for this purpose
- 3 distinct moments: briefing, simulation, debriefing (Samurçay et Rogalski, 1998)
- A trainer, 2 officer cadets (minimum)

Figure 1. Didactic space

The simulation presents limits
2. Objective and methodology (1/2)

2.1. The objective of this study

Identify limits of the simulation as part of police inspectors training

2.2. Methodology

Observation from audio vidéo recording of 28 simulation situations (different simulation situations from the point of view of police interventions type to achieve)

- Participants: 61 officer cadets (41 men and 20 women) and 9 trainers (8 men and 1 woman)

<table>
<thead>
<tr>
<th>Crime and offence against people</th>
<th>A worrying disappearance</th>
<th>The announcement of a bad news</th>
<th>Sexual assault</th>
<th>Distrainee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer 1</td>
<td>Trainer 2</td>
<td>Trainer 3</td>
<td>Trainer 4</td>
<td>Trainer 5</td>
</tr>
<tr>
<td>2 simulation situations</td>
<td>2 simulation situations</td>
<td>5 simulation situations</td>
<td>1 simulation situation</td>
<td>4 simulation situations</td>
</tr>
<tr>
<td>20 officer cadets</td>
<td>21 officer cadets</td>
<td>21 officer cadets</td>
<td>6 officer cadets</td>
<td>28 officer cadets</td>
</tr>
</tbody>
</table>

- Professional skills
- Reflexive skill

- Crime and offence against people
  - Crime and offence against people
  - A worrying disappearance
  - The announcement of a bad news
  - Sexual assault
  - Distrainee

- Participant breakdown:
  - 20 officer cadets
  - 21 officer cadets
  - 21 officer cadets
  - 6 officer cadets
  - 28 officer cadets
  - 12 officer cadets
  - 3 officer cadets
  - 26 officer cadets
2 categories of limits:

- **Limits of training device**
  - Simulation situations don’t get themselves organized in real places
    
    « We didn’t think to call the neighbourhood police officer because we know here what there is inside every room and what there is not inside every room »
  
  - No actor to play the role of police interlocutors (witnesses, victims, …)
    
    Officer cadets ➔ role of observer
  
  - No use of a radio, a weapon, … during simulation situations
   
   The use of the radio
  
  - Time-poor (briefing + simulation + debriefing) ➔ 1 hour
    
    Teamwork

  has an effect on the use of training device
3. Results (2/4)

- Limits related to the use of training device
  
  - « Participation » of officer cadets
    
    Pair-work?

  - No use of audio video recording device

  - Officer cadets are rarely confronted with interventions marked with uncertainty (perturbation)
3. Results (3/4)

- The management of simulation situations

**Early stop**

To assess « the know »

To assess « the understand »

**Trainer n°2 and Trainer n°3**

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**Nature of trainer n°3 interventions - simulation situations n°5, n°6 and n°7**

- Question related to the situation: 36%
- To pass his knowledge, to give some advice: 30.40%
- To answer the questions: 12%
- To assess to complete remarks of the officer cadet: 10.40%
- Questions: 3.20%
- Refocus remarks: 3.20%
- To encourage officer cadet to continue his sentence: 2.40%
- 0%

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**Percentage of total encoded units**

- Trainer n°2: 71.40%
- Officer cadet n°3: 15.90%
- Officer cadet n°4: 12.70%

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**Officer cadets**

Answer questions : 76,50% (total encoded units)

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**Simulation situation n° 4**

<table>
<thead>
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<th></th>
<th>1665 words</th>
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<tbody>
<tr>
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<td></td>
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<td>Officer cadet n°3</td>
<td>756 words</td>
</tr>
<tr>
<td>Officer cadet n°4</td>
<td>337 words</td>
</tr>
</tbody>
</table>
3. Results (4/4)

Debriefing
The trainers speak immediately after simulation situation

Trainer 1, trainer 5, trainer 6, trainer 7

Debriefing
The trainers let officer cadets speak on their difficulties at the beginning of the debriefing

Trainer 4, trainer 8 and Trainer 9

Officer cadets speak (to react to remarks of trainers):
- To justify their professional practice (25%)
- To question their professional practice (25%)
- To assess their professional practice (13,90%)

But the trainers speak immediately after that:
- Question related to the situation (41,70%)
- To pass their knowledge (26,80%)
- To assess their professional practice (15%)
4. Conclusions

Mission of police inspector: to respond to emergency situations, to protect citizens, to save lives,…

➡ Professional skills and reflexive skill

But not sufficient ➔ simulation presents several limits

Mentoring
Thank you for your attention