



MCOLES

Michigan Commission on Law Enforcement Standards

FALL 2015

STANDARDS AND TRAINING FOR PEACE OFFICERS: A NATIONAL LEGACY

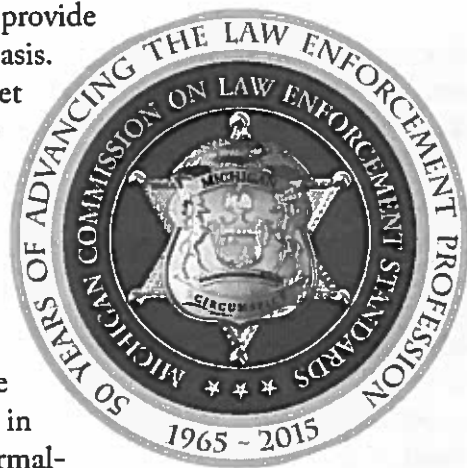
In the June 2015 issue of the MCOLES Newsletter, we celebrated our 50th anniversary as an organization by writing a somewhat lighthearted retrospective of our historical roots. For this issue, we thought it would be interesting to explore the larger picture and talk about why organizations such as MCOLES came about in the first place. Perhaps a window to the past can bring clarity to the current landscape.

Each state in the country has a law enforcement standards-setting agency such as ours. They are commonly referred to as POST Commissions—Peace Officer Standards and Training. POST organizations are much more than regulatory bodies with checklists and administrative oversight. They function as a gateway for those wishing to enter the policing profession. Imagine a time when you or your family may need the help of your local police. In such situations you deserve a response from a well trained professional.

The first national call for professionalism in policing was made over 100 years ago. In 1909, Chief August Vollmer, police chief of Berkeley, California, emphasized the need for in-service training for active duty

law enforcement officers. In 1911, the city of Detroit established a police training academy for newly hired officers and by 1917, Chief Vollmer organized police training courses at the University of California. At the time, improving professionalism through education and training was a novel idea for the policing profession. Now, everyone knows the importance of training, but progress in this area has been slow. For example, there is no mandate in Michigan for continuing education and not all agencies have the ability to provide in-service training on a regular basis. Recently, MCOLES published a set of advisory in-service training standards and instructor guides for use by agency trainers.

State POSTs are actually outgrowths of recommendations made over the years by various Presidential Commissions with the very first Commission empaneled in 1929 by President Hoover. It was formally called the National Commission on Law Observance and Enforcement, but is popularly known as the Wickersham Commission. He created this Commission in response to the rise of organized crime and the large number of assaults and murders of police officers



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A MESSAGE FROM THE EXECUTIVE DIRECTOR.....

The law enforcement profession has provided me many wonderful opportunities. Never did I think when I graduated from the academy that I would one day be working for MCOLES and just recently traveled to Serbia. The purpose for the trip was to expose the Baltic Region Police Trainers to the International Association of Directors of Law Enforcement Standards and Training (IADLEST). IADLEST is a private group whose membership are the Directors like me across the country, academy directors, and trainers. I am currently the President of the association. I attended a three-day Baltic Region Police Conference in the town of Vrnjacka Banja which is approximately three hours south of Belgrade. It was truly an amazing experience as the conference was well organized and well attended. Besides representatives from the various countries in that region, members of the International Criminal Investigations Training and Assistance Program (ICITAP) also attended. ICITAP is a program under the Department of Justice and provides training and assistance around the globe. ICITAP arranged for IADLEST to attend and present at this conference to assist us in increasing our international membership and covered all costs associated.



David L. Harvey

I interacted with the attendees throughout the conference culminating in a presentation about IADLEST. The theme throughout the conference was that crime knows no boundaries. The main topics included Human Trafficking and best practices in training. Each country gave a presentation on their respective training. I was amazed at how advanced that region is in the area of combating Human Trafficking. Other areas that I observed was their use of scenario based training and evaluation. They have a strong focus on specialized training and spoke in terms of lifelong learning.

I believe that we in the law enforcement profession in this country should also be speaking in terms of lifelong learning. For me, lifelong learning means that an officer takes responsibility for their education both in-service and on their own time. I believe it is incumbent upon us to instill that philosophy to ourselves and fellow officers by encouraging the pursuit of advanced degrees, taking part in continual training, both interdepartmental and outside of the agency.

I have said this repeatedly, if we are truly a profession, we must take individual responsibility for our education and training. I did that in many ways to include seeking an advanced degree, taking part in training both provided within the agency and out, and taking a risk, stepping out of my comfort zone. My very first shift Lieutenant told me to never turn down an opportunity for training or a position or advancement. I followed that advice and it has worked well for me.



*Serbian Police Officers
and Dave Harvey*



Serbian Firearms Instructors



*At the Baltic Region
Police Conference*

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during the bootlegging days of the 1920s. Although recently we have seen a slight increase in assaults on law enforcement officers, the 1920s represent an all-time high for the number of such occurrences. Over 200 officers were murdered in 1923 alone. In response, the Wickersham Commission called for standardization and professionalism in police recruitment and training. They published their recommendations in a document titled, *Report on Lawlessness and Law Enforcement*.

In 1967, President Johnson empaneled the Commission on Law Enforcement and the Administration of Justice to address the rising crime rates and civil unrest of the 1960s. The Commission, known as the Katzenbach Commission, examined all aspects of crime and justice administration and made recommendations for improvements. Included in their 34 recommendations is a call to fund police training and crime prevention initiatives. In its report titled, *The Challenge of Crime in a Free Society*, the Commission also recommended that every state create a police standards and training commission empowered to establish mandatory requirements for the profession. The commissioners believed their recommendations would contribute to a reduction of the amount of crime across the nation. MCOLES (formerly MLEOTC) was created by statute in 1965. We were one of the first in the nation to establish such an organization.

Building on the work of the two previous Commissions, President Nixon appointed the National Advisory Commission on Criminal Justice Standards and Goals in 1973. This was in response to the nation's fear of crime and the toll it was taking on our nation's citizens. In its volume titled *Report on Police*, the Commission recommended that all states establish mandatory training for both recruit and in-service law enforcement officers and create a representative body to develop and administer such training. The National Advisory Commission also called for increased minority recruitment and emphasized the importance of a college education for patrol officers. They urged agencies across the nation to meet or exceed their 24 standards and recommendations regarding police.

Specifically, the President's Commission advocated for the establishment of basic recruit academies, a core curriculum, and minimum entry standards. For Michigan, a list of the medical and non-medical entry requirements for candidates can be found on the MCOLES website. Agencies across our state acknowledge the need for an educated work force and minority recruitment is always a consideration. In Michigan 13% of all patrol officers are female and 17% are minority officers.

A watershed moment in the evolution of POST organizations came in 1968 with the enactment of the Omnibus Crime Control and Safe Streets Act, which created the Law Enforcement Assistance Administration (LEAA). Although the LEAA was abolished in 1982, it administered federal funding to states and to local law enforcement agencies to strengthen research, training, and crime reduction programs. The LEAA also offered incentives to officers to return to college and encouraged universities to establish criminal justice programs. This was during a time when a high school diploma was deemed sufficient. Most law enforcement officers today are too young to have taken advantage of LEAA funding, but the relevance of this federal legislation and its importance to the law enforcement profession will always be remembered.

Today there are about 700,000 local and state police officers across the country and some estimate that about 25% have four-year degrees. Although the minimum entry requirement in Michigan is a high school diploma, recruits who are paying their own way through an academy (pre-service students) must have a two-year degree upon graduation from basic training. We estimate that almost 70% of our officers have some undergraduate education. Nationwide, about 10% of all agencies require a 2-year degree as a prerequisite for hiring.

In late 2014, President Obama established the Task Force on 21st Century Policing to strengthen community policing and identify strategies to improve the declining trust between law enforcement agencies and their communities. The Task Force was created in direct response to the national police-minority debates taking place across the country. Their recommendations, in

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general, build on the community policing initiatives of the 1990s and address the integrity of the criminal justice system. The Task Force acknowledges that citizens play a crucial role in preventing and solving crimes because they live in neighborhoods where criminal activity takes place.

Over the years POSTs have been influential in promoting and improving training for the law enforcement profession. Organizations such as MCOLES have had a tremendous impact on the professionalism of policing through standardized training, valid entry requirements, and minimum competencies. But at the same time it's somewhat troubling to revisit the professional recommendations made over the past 100 years and know that agencies continue to struggle for training dollars. To their credit, most agencies in Michigan require some in-service training, but every time there is a budget crisis, funding for training and recruitment are cut at both the state and local levels.

The recommendations of previous Commissions have meaning and value and they should not be minimized or ignored. The Commissions have all called for improved professionalism in law enforcement through valid entry requirements, standardized training, continuing education, and professional licensure. Ultimately it is the responsibility of MCOLES to address the safety of its citizens by ensuring all officers possess the minimum core competencies to perform their duties effectively.

* * *

REMINDER TO ALL LAW ENFORCEMENT DEPARTMENTS: FIREARMS STANDARD MUST BE COMPLETED BY YEAR END!!

The end of the year is fast approaching, so please make sure you qualify all of your officers on the *Active Duty Firearms Standard*. To officially document meeting the mandatory standard, please register the training in the MITN system. For questions, call Danny Rosa 517-322-6449 or Pat Hutting 517-322-3967.



VIDEOS ARE AVAILABLE ON POST TRAUMATIC STRESS DISORDER FOR TRAINING AND LEARNING

The Michigan Department of Military and Veterans Affairs, in conjunction with the Michigan State Police, local law enforcement, and Michigan State University, recently produced three brief informational videos on Post Traumatic Stress Disorder (PTSD). They can be accessed and downloaded at:

<http://www.michiganveterans.com/Home/Quality-of-Life/Law-Enforcement-Resources>

The videos are intended to help first responders and law enforcement officers in their encounters with individuals with PTSD. Each video is no longer than 8 minutes and they make an excellent resource for training and learning.

HOW LAW ENFORCEMENT OFFICERS CAN MAKE BETTER DECISIONS

By WAYNE CARLSON

The latest scientific research on decision making is fascinating and has important implications for law enforcement training. Due to advances in technologies such as magnetic brain imaging (fMRI), cognitive scientists have learned more in the last ten years about how we make decisions than ever before. These findings have caused MCOLES to rethink its approach to law enforcement training and we are now creating instructional models based on the research. We would like to share some of the research with you.

Take a moment and consider how you make decisions in your life. Think about buying a house, getting married, working your job, deciding where to eat, and so on. When asked, most people say they think logically, analytically and weigh options, particularly when making important decisions. Sometimes emotion may get in the way, but for the most part people are logical and rational. If you think this way you would be wrong. It's hard to believe, but the great majority of our decisions, even complex ones, are unconscious, impulsive, and intuitive. Analytical thinking may not be so analytical after all.

The scientists say that all of us have an unconscious part of our brain and an analytical part of our brain, which work together to help us make our way in the world. Our unconscious constantly monitors the environment and makes quick, automatic decisions with little mental effort. We encounter millions of pieces of information every day and our unconscious acts as a filter, which is crucial for our existence. The analytical side is slow, lazy, and takes effort to engage, but it monitors the unconscious so we usually make good choices in our lives. The intuitive and analytical must work together and it would be impossible to function without this complex mental interplay.

To find out more, we suggest a few popular books on the subject. First, read Malcolm Gladwell's *Blink* for an introduction to the power of snap judgments. Then, consider works by Daniel Kahneman (*Thinking, Fast and Slow*), Leonard Mlodinow (*Subliminal*), and Gary Klein (*Sources of Power*). These books are written for the general public and we think you will find them interesting. Or, try a hands-on experiment with a computer version of how the unconscious mind works. Go to <https://www.implicit.harvard.edu/implicit> and perform a few demos. It's called the Implicit Association Test (IAT). Try the one on social attitudes—the results may surprise you.

Before reading further, try this exercise. Call out whether the following words are printed in upper case or lower case. Say the words "upper" or "lower" and go as fast as you can:

DOG computer fish BED business KNOW LUCK calendar FATHER

No doubt you completed this task with little trouble. Your responses were automatic and quick. Now, do the same thing with these words:

UPPER lower LOWER upper UPPER lower LOWER upper lower

If you're like most people, you took a little longer to get it right the second time. The exercise demonstrates how the intuitive and analytical are sometimes in conflict. It takes time, and some effort, to engage the analytical part of the brain and work through automatic responses.

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Officer Decisions ~ continued from page 5 >

This exercise from Kahneman's book is fun, but Gary Klein's research is particularly informative on how practitioners such as firefighters, nurses, and military strategists make important decisions in the field. His findings also have relevance for law enforcement training. Through experimentation, Klein discovered that professionals make decisions based primarily on their past work experiences, which become opportunities for learning. With years of practice, professionals recognize common patterns and store them in long-term memory. Over time they learn what works and what doesn't work in certain situations and then use this information when facing the unknowns ahead. New encounters then become more predictable. Pattern recognition is why experienced professionals tend to be better decision makers than novices. The idea is to focus on the right trends, not the bad ones, so past experiences are interpreted correctly. Although decisions in the field are not always perfect, intuition may be nothing more than recognition and recall. Our brains have engaged in pattern recognition, in one form or another, throughout our evolution so it's quite natural for us to categorize things and people.

Past experiences are also filtered through our mental frame of reference, or worldview, as we make decisions. Mental framing goes by many names, including worldview, mind-set, underlying belief system, and social perspective. We encounter framing all the time, which unconsciously influences the decisions we make. For example, experiments show that food products labeled "low fat" seem healthier to us even though they contain twice the sugar; overweight workers get lower performance reviews for the same performance as other workers; identical resumes for science jobs are rated higher for male names than female names; judges are more lenient with defendants after a good lunch; surgeons prefer procedures that have a 90% survival rate rather than a 10% mortality rate; and we have a tendency to marry those with a last name similar to our own. Remember that mutual fund you bought a while ago? It's making a lot of money so you must be a financial genius. More likely, the spokesperson in their ad caught your eye!

Experiments show that broader mental frames lead to better decisions whereas narrow frames can produce stereotyping and bias. We all have a tendency to accept data that agrees with our mental frames and reject facts that conflict with it, which is called confirmation bias. It is no different for those in law enforcement. For patrol officers biases can lead to overconfidence and complacency. Yet meaningful interaction with others, particularly good instructors, work colleagues, or friends can help overcome confirmation bias. In training, our recruits must be forced to activate the analytical side of their brains and consider information that may conflict with their entrenched beliefs, which sometimes produces new intuition. Analysis takes effort, but conscious focusing and reflection can eventually overcome biases and produce better decision making on the job.

Broad mental frames are particularly important in situations that require a quick, reflexive response, as during an officer involved shooting. Remember the upper and lower case exercise? The time it took you to engage the analytical side of your brain and overcome your initial impulse is about the same time it takes a suspect to pull a weapon. There is little margin for error.

Want to try another experiment? Rate the following statements on a scale of 1-5, where "1" indicates you strongly disagree, "3" is neutral and "5" means you strongly agree. Respond quickly—like officers on the job, you have little time to think things through.

- Victims of domestic violence should have a say in the decision to arrest their abuser.
- Persons with mental illness commit more violent crimes than others.
- It's easier to believe a woman who clearly recalls her sexual victimization.
- Arresting an abuser increases future violence in a dating relationship.

Your ratings on these few items may give a hint as to how you frame these issues. Given time to think through ideas can help overcome our impulses, but in

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the real world we usually make decisions on the fly with little or no analysis.

Now, place yourself in the role of a patrol officer. How you perceive the nature of sexual assault, domestic violence, or mental illnesses will affect your questioning of victims and suspects. For example, if you don't understand how trauma can influence memory and recall, the statements of a rape victim may be confusing and conflicting. The direction of your questioning will be shaped by your mental frame of reference.

On the job, an officer's behavior and choice are influenced by opinions, attitudes, and emotions. Like all of us, an officer's unconscious beliefs may not be the same as his or her stated values so once the analytical side of the brain is engaged, better decisions usually emerge. Analysis works great in the classroom, but working the street, officers make decisions like the rest of us—intuitively. Training must therefore broaden their worldviews.

Law enforcement training must match the realities of the job. We must consider teaching methods and classroom exercises that address how people actually make decisions. In class, instructors should have discussions to tease out underlying biases and misconceptions so they can be addressed openly. Methods should include case studies, debriefs, table-top exercises, and guided discussion. Instructors should have a conversation with the students rather than relying just on lecture and note taking. It's difficult to change behavior since frames of reference build up over a lifetime, but discussing issues in the open can be an important first step toward fair policing. Methods based on adult learning theory force the students to use the analytical side of their brains and to engage ideas that may be in conflict with their personal perspectives. To grow mentally, we all should consider information that is contrary to our belief system.

Moreover, requiring students to demonstrate acquired skills through performance is crucial for broadening mental frames. Repetition and rehearsal through role-play scenarios are ways to move information from working memory into long term memory for later recall. Role plays also include instructor feedback, real life context, and provide an opportunity to practice sound officer safety tactics. Mistakes made during the scenarios, as well as successful outcomes, are valuable for learning and guided performance can lead to better decision making on the job.

We at MCOLES don't have all the answers and the cognitive sciences continue to evolve, but the latest findings on decision making are compelling. Our thinking will undoubtedly evolve over time as well, but the latest research has shifted the way we think about training, learning, and choice. We need to recognize how officers really make decisions on the job and then design training to match reality. We intend to engage the analytical side of our brains to help us along the way!

Comments? Contact Wayne Carlson at carlsonw1@michigan.gov or 517-322-5614.



Wayne Carlson is the manager of the Career Development Section at MCOLES. He was a Lieutenant with the Virginia Commonwealth University Police Department before coming to work at MCOLES in 1992. He supervises a staff who research and develop MCOLES' standards, training, and testing. He also oversees the creation of in-service training resource materials used by law enforcement agencies on a variety of law enforcement topics including firearms, officer safety, domestic violence, and sexual assault.

UPDATES TO THE BASIC TRAINING CURRICULUM: ALLOW FOR MORE SCENARIO TRAINING

The Career Development section of MCOLES recently initiated a project to make changes to the basic training curriculum so more time can be devoted to scenario training. We will not be adding hours or objectives to the curriculum, but instead will make some adjustments to the existing training specifications to accomplish our goal. We believe scenario training is crucial for building competencies and that the mandated curriculum must reflect just the right balance of skills, knowledge, and performance. All of our 20 academies include scenario training in their sessions, but we want the curriculum at the state level to better reflect the realities of the job.

As a first step, we modified the pass/fail requirements in emergency vehicle operations, firearms, and subject control to increase hours for reality based training. The changes did not lower the standards, but less time is now needed for recruits to demonstrate competency in the skill areas. We then modified the first aid module so starting next year recruits will be required to have CPR and AED as prerequisites for entry into the academy, which also made room for



**Kirtland Academy Scenarios
Vehicle Extraction**

scenarios. We are now looking at other areas of the curriculum for potential changes but at the same time ensuring that the existing standards remain unaffected.

The basic training curriculum contains learning objectives that are linked to the essential job functions of the position of patrol officer. Basic skills and knowledge should never be ignored, particularly officer safety tactics, because they are essential to perform job tasks but recruits should be exposed to reality and context as much as possible. Reality reflects the total experience of the job and context creates buy-in on the part of the recruit. Both improve long-term memory and proper behavior through training should be the ultimate goal.

Reality-based settings provide the required context needed for true learning. Outcome based training moves beyond the demonstration of ingrained mechanical skills, like driving through a cone course, and provides an opportunity for instructors to observe and evaluate behavior in context, like the decision to pursue a fleeing motorist. Once reality is added, decision making and judgment can be evaluated in greater depth and improvements to performance can be made, where needed.

Scenarios need not be complicated, complex, or unwinnable. For example, requiring a recruit to take a complaint of larceny from an office involves a combination of skills and abilities. Instructors can start with basic fact patterns and then create more complex situations as the training unfolds. Table-top exercises, class discussions,

case debriefs, and report writing are part of outcome based learning as well. Role players are not always needed. With immediate guidance and feedback from the instructors, scenario training can be a meaningful learning experience for both recruits and experienced officers.

But recruits learn quickly what is expected of them in a contrived scenario so it becomes important to provide a variety of fact patterns. In the book *No Easy Day*, a member of Seal Team Six recounts the true story of the killing of Osama Bin Laden. He recalled how the team practiced their mission over and over at a mock compound. But as the real mission unfolded, their rehearsed procedures had to be changed because a helicopter crashed at the scene. The implications for law enforcement training are clear. Officers must have the ability to make adjustments on the fly as ingrained procedures in the academy give way to evolving situations on the job.



**High Risk Felony Traffic Stops
Academy Scenarios
Ferris State University**

During scenario training, instructors must re-affirm learning goals and objectives and explore behavioral cause and effect (context) through conversations with the recruits. A variety of resolutions to a situation should be discussed and performance should not become too mechanical. A teaching model centered around "When this happens....Then what do you do?" can create greater depth to thinking and decision making.

We continue to seek ways to insert more reality-based training into our mandated objectives. As our project moves forward, we will obtain input and direction from our training delivery system across the state. In turn, we will provide help and assistance to the academies along the way. At the end of the day, we want to be sure the recruits can combine knowledge, skills, judgment, and emotion in just the right measure to perform effectively on the job. We all must work together in such a way so recruits have the ability to handle real events in the most effective manner.

* * *

Your input is important to us. Contact Career Development with your ideas. E-mail Danny Rosa at rosad@michigan.gov, Pat Hutting at huttingp@michigan.gov, or Wayne Carlson at carlsonw1@michigan.gov.

DOES YOUR AGENCY NEED A NEW MITN OPERATOR TO COMPLETE THE UPCOMING ANNUAL REGISTRATION AND LAW ENFORCEMENT DISTRIBUTION REPORTING PROCESS? MITN TRAINING IS AVAILABLE FOR NEW OPERATORS!

Annual Registration and Law Enforcement Distribution (LED) reporting is fast approaching, beginning in January 2016. Now is the time to make sure your Department has a current, trained MITN Operator to complete the functions for Annual Registration and LED reporting. The MITN training calendar is advertised on the MCOLES website, along with the Operator Agreement and electronic form which can be filled out and submitted online to register for a class. Fax your signed Operator Agreement to Rhonda Hooson @ 517-316-0824.

Go to the public MCOLES website home page (<http://www.michigan.gov/mcoles>). In the left hand menu, click on the MCOLES Network button, then click on 'How to Become a MITN Operator.' Links to the training calendar, electronic class registration form, and MITN forms will be available.

The image shows a screenshot of the MCOLES website. At the top, there is a navigation bar with the MCOLES logo and the text "Michigan Commission on Law Enforcement Standards". Below this is a search bar. The main navigation menu on the left includes: Commission Information, News & Current Issues, Online Services, Standards & Training, Programs & Services, MCOLES Network, MITN Forms, Helpful Hints & Information, Login Here, Overview, How to Become a MITN Operator, View Network Operator Training Class Calendar Here, and General Information on Network Operator Training Classes. The "How to Become a MITN Operator" section is highlighted, and a list of links is shown: "View the Network Operator Training Class Calendar Here", "Register for a MCOLES Network Training Class Here", and "General Information on Network Training and Required Forms". A banner at the bottom right features a photo of three law enforcement officers and the text "MCOLES Information and Tracking Network".

MCOLES
Michigan Commission on Law Enforcement Standards

Search

Commission Information

News & Current Issues

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MCOLES Network

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Helpful Hints & Information

Login Here

Overview

How to Become a MITN Operator

View Network Operator Training Class Calendar Here

General Information on Network Operator Training Classes

MCOLES > MCOLES NETWORK > HOW TO BECOME A MITN OPERATOR

How to Become a MITN Operator & Register for Training

- View the Network Operator Training Class Calendar Here
- Register for a MCOLES Network Training Class Here
- General Information on Network Training and Required Forms

MCOLES Information and Tracking Network

THE LAW ENFORCEMENT RESOURCE CENTER IS CLOSING

The Law Enforcement Resource Center (LERC) has been a valuable training source for over 25 years. The LERC has provided valuable law enforcement training programs free of charge to regional training academies, law enforcement agencies, and colleges and universities with academic criminal justice training programs. With technology constantly changing, the usage of the LERC has plummeted, therefore, we will be closing the doors of the Resource Center.

We would like to invite you to visit the LERC catalog on our website at:
<http://www.michigan.gov/mcoles/0,4607,7-229-41626-148390--,00.html>
 for a complete listing of our holdings.

If you are a regional training academy, law enforcement agency, college or university with academic criminal justice training programs and are interested in obtaining any of the programs, e-mail Sandra Luther at luthers@michigan.gov with your agency's name, your name, mailing address, phone number, program numbers, and titles.

If the programs you request are still available, we will call you to plan the delivery of those videos (mail, delivery, or pick-up depending on quantity and distance).

The following stipulations apply:

1. That you allow us to give out your name and contact information to someone else that may want to borrow the program/s from you for a limited period of time; and
2. You cannot sell them.

The MCOLES is not responsible for the content of the programs. Please remember to view the programs for content before use.

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Mr. Richard R. Weiler
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Mr. Fred F. Timpner
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COMMISSION MEETING SCHEDULE

December 9, 2015



Serving the citizens of Michigan through the promotion of public safety since 1965.....

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