

THE REGIONAL REVIEW



WASHINGTON STATE CRIMINAL JUSTICE TRAINING COMMISSION

November 2008

Why a Quarterly Newsletter from the WSCJTC?

The new quarterly newsletter, *The Regional Review*, will provide an avenue to get-the-word out for changes and happenings at the Washington State Criminal Justice Training Commission (WSCJTC), which will include information from all divisions: Professional Development Division (PDD), Basic Law Enforcement Academy (BLEA), Corrections Division, Organizational Development and Standards Division (ODS), Human Resources, Financial Services, Facilities, and Administration.

Why: Changes to the WSCJTC affect our user agencies (how they budget for training, when they can hire and get people into the academies, how they can develop personnel and meet their needs, and so on). In addition to the agency's website, this will be another way to make sure you are made aware of changes and updates in a timely manner, which will give you an opportunity to comment on future changes.

The newsletter will be distributed during the months of November, February, May, and August of each year. If you would like a certain topic discussed in the newsletter, please email your ideas to Sonja Hirsch at shirsch@cjtc.state.wa.us.

The WSCJTC Will Soon Welcome New BLEA Commander

The WSCJTC will welcome Kirkland Police Department (KPD) *Captain Rex Caldwell* on Monday, December 1, 2008, as the new Commander of the BLEA.

Captain Caldwell began his law enforcement career with the KPD in May 1981 as a police officer. He attended BLEA Session 153 and graduated in August 1981. He has worked as a police officer specializing in traffic collision investigation and eventually reached the level of Technical Collision Investigator. He was promoted to detective in 1989 and then to sergeant in 1990. As sergeant, Rex worked in patrol, traffic, and administrative sergeants' positions. He attained the rank of lieutenant in March 2001 and worked managing the Investigations Unit, Services Division, and the Operations Division. He was promoted to captain in August 2007 and currently oversees the Operations Division.

Rex received his Associate of Applied Sciences Degree in Criminal Justice from Highline Community College in 1981 and earned a Bachelor's Degree in Interdisciplinary Studies from the College of Social and Behavioral Sciences at Eastern Washington University in 2007. He holds certifications through the WSCJTC as a peace officer, first line supervisor, middle manager, and executive manager.



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PROFESSIONAL DEVELOPMENT DIVISION

Telecommunicator Program Update

The Telecommunicator Program Office offers courses for public safety communications personnel and offers three basic telecommunicator courses:

- Telecommunicator I – Basic Call Receiver
- Telecommunicator II – Basic Law Enforcement and Fire Dispatcher
- Telecommunicator III – Basic Emergency Medical Dispatcher

In addition, we offer intermediate and advanced courses for telecommunicators and supervisors. Additional information for the Telecommunicator Program is on our website. In addition, we publish periodic PSAP Newsletters on the site as well as answer questions about certificate renewal and the equivalency program.

The Telecommunicator Program normally has two staff members, Cory Ahrens, the Project Manager, and a secretary/registrar. Until further notice, Cory will be the only person in the Program Office so we are asking agencies to send her all applications, questions, or information until the secretary position is filled.

The Telecommunicator Program Office has a course schedule available for PSAPs that would like to look at training offerings for a full year. Please feel free to contact Cory if you would like to receive a 2008-2009 or 2009-2010 course list.

In the spring of 2007, the Telecommunicator Program delivered the first pilot of the newly developed Communications Center Supervisor course. The course is delivered in two modules, three days in length each, delivered six to eight weeks apart. The participants have seven books and one research paper to read as pre-module reading assignments. Due to the amount of pre-course work, participants who successfully complete the course show 80 hours of training on their training records.

Books for the course include:

- *Sleeping Dogs* (Mazzeo) – a book on ethics and the practical application of ethics.
- *Leadership is an Art* (DePree) – a book on a broader view of leadership and the relationship between an organization and the individuals that work there.
- *Leadership & the One Minute Manager* (Blanchard) – a book detailing the philosophy of situational leadership.
- *APCO Project RETAINS* – (APCO International & the University of Denver Research Institute) – a current definitive study on public safety communications agencies and staffing and retention issues.
- *People Styles at Work* (Bolton) – a book based on the work of Dr. David Merrill that deals with identifying and understanding Social or Behavioral Styles of individuals with tools on improving interpersonal communication.
- *Emotional Intelligence Quickbook* (Bradberry/Greaves) – a book about emotional intelligence and how to put emotional intelligence to work.
- *Stress-Free Performance Appraisals* (Armstrong/Applebaum) – a book on evaluation of performance.
- *Motivating Employees* (Bruce/Pepitone) – a book on how to create a motivating workplace.

Participants have a between-modules assignment dealing with the situational leadership model that allows them to actually apply the concepts and tools discussed in the class.

PROFESSIONAL DEVELOPMENT DIVISION

Continued: Telecommunicator Program Update

In addition, this course has an entire unit devoted to human resource information. When possible, we bring in an HR expert to deliver this unit that deals with issues such as FMLA, FLSA, ADA and accommodation, Weingarten and Loudermill issues, as well as how to conduct a complaint investigation, etc. Participants are given time to pose questions about HR issues, and our on-site expert is there to answer them.

This course was designed with the understanding that supervisors are one of the most influential groups within a communications agency, and as such, are expected to perform at the highest level. While the course is challenging, the feedback we have received indicates that participants are taking away much needed information about their jobs.

This course is recommended for both new and experienced supervisors.

PTO Program

The WSCJTC is offering an alternative to the traditional San Jose Field Training Officer (FTO) program for post-academy training of new officers: The *Police Training Officer (PTO) Model*. You may also hear the PTO model being called the “Reno” or “COPS” model. The model being presented by the WSCJTC is a hybrid of these two PTO formats that has been expanded to meet the needs of our state personnel. A corrections specific model is also available.

At this point, the majority of Washington law enforcement agencies have not converted from the FTO model, and traditional FTO classes are being and will still be offered for these agencies. Over 20 agencies have made the transition and have received instruction in the PTO method.

The models are similar in some ways – both provide a format for training new officers; take about the same amount of time; use various training, documentation, and evaluation methods; and are used in the field; *but, the foundations used to underlay the PTO program – and the emphasis and focus – are very different.*

The PTO program is research based and begins with an introduction to problem based learning and focuses on the new officer’s learning capacity – ability to transfer learning from one situation to another and on leadership and problem-solving ability. Components of the evaluation process include identifying and working with resources both within and outside a public safety agency.

Like the FTO model, the program can be tailored to fit an agency’s unique needs. Implementation takes time and is easier in consultation with a department that has already succeeded in transitioning.

If you are interested in looking at this program, the WSCJTC can present information to your staff, put you in contact with successful PTO departments, and provide you with multiple web-links to further information. Please contact Lee Brandt, Program Manager, at 425/257-8446 (office), 425/239-8322 (cell phone), or lbrandt@cjtc.state.wa.us.

PROFESSIONAL DEVELOPMENT DIVISION

Methamphetamine

The Washington State Legislature has given the WSCJTC a total of \$100,000 a year to support law enforcement agencies in Washington to deter the production and selling of methamphetamine (meth). The funds are available to support training and purchase equipment.

Law enforcement agencies have had the opportunity to participate in both training as well as receiving equipment. Examples of training offered to agencies are: Tactical Tracking (40 hours), Clandestine Drug Lab Safety and Operations (40 hours), and Recertification for Clandestine Lab Investigators (8 hours).

Agencies have requested and received a variety of equipment. Examples are surveillance equipment, varieties of meth response equipment, Direct Link Crisis Communications, receivers and transmitters, clan lab trailers, boots, masks, voice boxes, binoculars, evidence bags, cameras with memory cards for surveillance photos, and meth response equipment. Health checks and physical exams after exposure also aided one agency.

In order to receive help with training as well as equipment, all law enforcement agencies should contact Roger Heine, Program Manager, to identify needs and put forth a rationale appropriate to receiving training and/or equipment. Roger can be reached at 206/835-7317 (office), 206/953-9301 (cell phone), or rheine@cjtc.state.wa.us.

Again, it doesn't matter if you are a member of a task force, a large agency, or a small agency, your phone call and written request will be accepted for review.

Thanks for all you do in making our communities free of meth.

Crisis Intervention Training Available

Crisis Intervention Teams (CIT) refers to specialized training for law enforcement on how to respond to calls involving citizens in a Mental Health Crisis, with Developmental Disabilities, or other severe behavioral issues. Officers learn appropriate techniques to identify, assess, and resolve these calls in a safe and efficient manner. The training needs to be specific to an area and local jurisdictions because it involves bringing in local resources, shelters, and consumer groups so officers can network, establish relationships, and learn what local facilities and resources are available. Successful programs have seen significant declines in incarceration rates, use of force, and medical bills. Officers also find they gain empathy and tolerance of citizens experiencing these issues. Consumers and family members report increased trust and faith that issues will be resolved satisfactorily.

The WSCJTC received \$306,000 for Fiscal Year 2009 to "Pay for the costs of local law enforcement agencies participating in specialized Crisis Intervention Training."

If you have an interest in holding or sending officers to a Crisis Intervention Team Training or would like to learn more about CIT training, please contact Bob Graham, Program Manager, at 206/835-7302 (office), 206/786-4401 (cell phone), or bgraham@cjtc.state.wa.us.

PROFESSIONAL DEVELOPMENT DIVISION

Washington State's "C-POD" Guidelines - Improving the First Response to Child Fatalities and Serious Physical Abuse Cases

Washington State has been getting both national and international attention for its innovative statewide guidelines for first responders to child fatalities and serious child physical injury cases. The user-friendly "C-POD" Guidelines are aimed at first responders from law enforcement, EMS, and CPS.

First responders often hold the key to accurately determining whether a child's serious injury or sudden unexpected death is the result of disease, accident, neglect, or inflicted injury. The C-POD Guidelines provide first responders (especially those who may not have specialized child abuse investigation training or experience) with a portable guide that can be quickly reviewed at the scene and remind them of things to do and not to do.

"C-POD" stands for the basic principles of **Collaboration, Preservation, Observation, and Documentation** that should guide all first responders, regardless of their discipline. They emphasize the importance of:

- Immediate, coordinated multidisciplinary communication and response.
- Competent scene investigation that preserves crucial evidence and information.
- Alert observation that uses all the senses and awareness of cultural factors .
- Excellent documentation of all relevant information, including witness interviews, video recording, and doll reenactments.
- A compassionate, sensitive, objective demeanor and approach.
- Utilizing the new SUIDI (*Sudden Unexplained Infant Death Investigation*) evidence collection form developed by the Centers for Disease Control.

The C-POD Guidelines resulted from a Children's Justice project awarded to the WSCJTC and completed in 2006. Content for the guidelines was generated from a series of 12 brain-storming sessions held throughout Washington State. The WSCJTC also developed and has, since 2006, been offering a one-day multidisciplinary training for first responders (course # 6008) based on the C-POD guidelines.

In April 2007, the WA State Legislature passed SHB 1333, which required all 39 counties to integrate the C-POD Guidelines into expanded child abuse investigation protocols, which in addition to covering child sexual abuse cases, addresses the coordination of child fatality, physical abuse, and criminal neglect investigations.

A generic version of the C-POD Guidelines will be given to participants who attend the recently revised week-long Child Fatality Investigations Conference offered by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) through the Child Protection Training Division of Fox Valley Technical College (FVTC). The C-POD Guidelines have also been the subject of presentations at several recent child abuse conferences, including the 2008 20th Annual Dallas Crimes Against Children Conference, the 2008 16th Annual APSAC Colloquium, the 12th Annual Northern New England Conference on Child Maltreatment, and the Los Angeles Interagency Council on Child Abuse and Neglect Think Tank and Symposium on the Multi-Agency Investigation of Fatal and Severe Child Injuries. In September 2008, they were featured in a workshop at the 17th International Congress on Child Abuse and Neglect held in Hong Kong. Professionals in a number of states and other countries have expressed interest in adapting the C-POD Guidelines for their jurisdictions.

Please contact your WSCJTC Regional Training Manager to arrange to receive copies of the C-POD Guidelines for first responders in your agencies. For additional information about the C-POD Guidelines or if you are interested in scheduling a one-day C-POD first responder training in your area, contact the Patti Toth, Program Manager, at 206/369-0174 or ptoth@cjtc.state.wa.us.

PROFESSIONAL DEVELOPMENT DIVISION

The WSCJTC Hosts Strategic Planning Sessions to Improve Coordination of Child Abuse Investigations

The WSCJTC is partnering with the WA State Coalition of Sexual Assault Programs (WCSAP) to offer each of the state's 39 counties the opportunity to send a multidisciplinary team to one of eight, three-day team training and strategic planning sessions being held between November 2008 and May 2009. The trainings will take place at two outstanding resorts: Sun Mountain Lodge in Winthrop and Alderbrook Resort on Hood Canal. The focus will be on the recently revised county child abuse investigation protocols, required by HB 1333/RCW 26.44.185 to expand the scope beyond child sexual abuse cases to address the coordination of child fatality, serious physical abuse, and criminal child neglect cases. Provisions of the county protocols related to the investigation of child sexual abuse cases will also be reviewed. These sessions will be similar to retreats, in that attendees will be working together throughout the three days to plan how to improve the quality of investigations and coordination among agencies involved in the investigation of child abuse cases in their counties.

There will be four to five county teams at each session, with seven members on each team. Thanks to funding from the WA State Legislature, all lodging and meals for attendees will be provided by the WSCJTC.

The main purpose will be to provide an opportunity for key agencies and professionals in each county to come together to plan together for more effective coordination and communication regarding child abuse investigations. Even for counties with revised protocols that do not need further work, these sessions will give agencies a chance to identify areas of protocol implementation or other issues related to effective coordination of child abuse investigations, and to devote time and energy to strategic planning regarding their needs. For example, county teams might focus on how to better involve small law enforcement agencies in the implementation of the protocol, how to work more effectively with tribal agencies and families, how to pursue establishing a Children's Advocacy Center, etc.

Because the County Prosecuting Attorney has the primary responsibility for development and revision of the county child abuse investigation protocol, they will be organizing and inviting members of the team who will attend. Teams **must** include representatives from all five disciplines whose coordination is required to be addressed in county protocols. Mandatory members are:

- A **prosecutor** involved in child sexual abuse cases.
- A **law enforcement investigator** with authority for child sexual abuse investigations.
- A **CPS representative** involved with child abuse investigations.
- A **community-based sexual assault victim advocate** responsible for working with child victims.
- An **EMS provider or paramedic** with a fire district in the county.

The two additional members can come from any agency the Prosecuting Attorney determines would be useful - perhaps another law enforcement agency representative, a city attorney, and/or an Assistant AG responsible for representing DSHS in civil dependency hearings in the county.

If you are interested in having a representative from your agency participate as part of the multidisciplinary team, please contact your county's Prosecuting Attorney. Further information is also available from Patti Toth, Program Manager, at 206/369-0174 or ptoth@cjtc.state.wa.us.

PROFESSIONAL DEVELOPMENT DIVISION

Twenty-four Hour In-Service Training is Improving Significantly

Effective for Calendar Year 2006, WAC 139-03-300 established the requirement for 24 hours of in-service training each year for every state certified peace officer including chiefs, sheriffs, and command staff. In the spring of 2007, the WSCJTC initiated audits of agencies' 2006 in-service training records to check compliance. In that first year 93% of individual officers and 69% of agencies overall were in compliance. The 2007 response was even better: 97% of officers and 87% of agencies complied. In January 2009, we will begin to audit 2008 in-service records. In review, core guidelines for that requirement are as follows:

- The WAC requires 24-hours of training each year for every state certified officer including chiefs, sheriffs, and command staff.
- The requirement for new officers begins January of the year *following* their certification as a Washington State peace officer.
- Training must be documented by the employing agency. The WSCJTC keeps a record of all sponsored and recognized training officers attend, but agencies must still maintain their own records. The WSCJTC has a records template available upon request.
- While all the WSCJTC sponsored and recognized classes can be applied toward the requirement, the WAC also allows for employers to develop their own training or to use other training resources to attain the necessary hours.
- Three month extensions are available to complete training under the WAC, but require notification in writing to the commission no later than December 1st of the calendar year requested.

During previous in-service audits, there were some questions concerning what types of training would be approved and whether officers on approved leave were required to meet the 24-hour minimum. Our responses to those issues are below. The WSCJTC solicits your input to help us sustain a reasonable and practical policy to clarify these issues.

In addition to sponsored and recognized courses, the WSCJTC offers training provided by our state and federal partners (FBI, FLETC, IACP, ATF, ATG, WASPC's training day); we credit agency training on defensive tactics, EVOC, firearms, and training that meets the electives for Career Level Certification.

Vendor training on law enforcement related issues is credited (e.g. Reid, Wicklander, Lorman, PST, IPTM, Insights, Cutting Edge, Van Meter, The Results Group). Viewing Law Enforcement Training Network (LETN) programs, training DVDs and videos or participating in online training programs is allowed. Further, the WSCJTC offers our online E-learning program as an alternative method to obtain hours.

Training credit is not given for training on agency specific equipment (e.g. CAD, RMS, and other equipment purchased by a department that is not related to defensive tactics, EVOC, or use of force). Training on agency specific policies is disallowed, although RCW and WAC mandated training on policies (e.g. officer involved DV under RCW 10.99.090) is creditable toward the requirement.

The following is not considered training:

- Reading material which is not primarily intended for training purposes, such as the Law Enforcement Digest.
- Attendance at meetings or conference sessions not primarily intended for training purposes.
- Preparing or conducting training for others is not considered training received.

PROFESSIONAL DEVELOPMENT DIVISION

Continued: Twenty-four Hour In-Service Training is Improving Significantly

The recommended procedure for requesting waivers to the 24-hour requirement due to sick, administrative, or military leave is:

Identify the months unavailable for training, multiply that by 2hrs/month, and request a waiver for those hours. Officers on leave for only part of a calendar year must receive at least two training hours for each month they are not on leave. Departments may request in writing a waiver for months absent or a complete waiver of the annual training requirement for any officer on leave for more than nine months of a calendar year. WSCJTC approves waivers on a case-by-case basis.

We look forward to receiving your feedback on our guidelines. Please reply with your comments to Rachelle Parslow at 206/835-7346 or rparslow@cjtc.state.wa.us. If you have any questions, please contact your regional training manager or Al Isaac, Professional Development Division Manager, at 206/835-7291 or aisaac@cjtc.state.wa.us.

EVOIC Development Project

WSCJTC Goal

Develop a comprehensive and research based Emergency Vehicle Operation Instructor Course (EVOIC) for law enforcement agencies in Washington State.

Problem/History

The WSCJTC has delivered a 56-hour EVOIC basic course. This course was delivered in multiple locations and regions and was found to be inconsistent depending on the instructor delivery. There was not a standardized curriculum (i.e., student manual, lesson plan, media aids, PowerPoint, etc). Students were taught how to drive fast; however, they were not taught to objectively articulate knowledge, facilitate a classroom setting, or develop problem solving methods for in-car instruction. This includes, but is not limited to:

- Legal and Risk Management Aspects
- Non-Emergency Operations
- Emergency Operations
- Pursuits
- In-car Coaching and Problem Analysis



In addition, they were not given a standardized curriculum or resources to be utilized at their agencies.

Analysis

A select panel of law enforcement EVOIC Instructors met in March 2006 to participate in a Job Task Analysis (JTA) for the WSCJTC's EVOIC Instructor basic class. In addition, a JTA was developed for the basic officer and the key duties they should perform while operating their vehicle. This DACUM (Developing a Curriculum) process incorporated the use of a focus group in facilitating a storyboard process to capture the observations of high performing, incumbent workers.

This process generated a sequenced list of major job duties defined by the criticality of performance of these duties and/or the frequency with which these duties are performed. For each of these duties, accompanying job tasks integral to the performance of these duties were identified and sequenced.

PROFESSIONAL DEVELOPMENT DIVISION

Continued: EVOIC Development Project

Additionally, job knowledge, skills, and traits were identified pertinent to the performance of these duties. It is anticipated that EVOIC school participants attend the class with some transferrable knowledge, skills, and traits as a prerequisite to attending the class.

Development and Design

Utilizing EVOIC content experts, the WSCJTC developed the new curriculum by evaluating other content that has been researched and tested (e.g., IADLEST, Department of Transportation, and NHTSA). From this, the WSCJTC has developed and designed a quality product that will be the foundation for EVOIC training around the state. The curriculum includes:

- Pre-work
- Pre-test (practical and written)
- Student Manual
- PowerPoint
- Instructor Lesson Plans
- Post-test (practical and written)



Implementation

Our first pilot course was held in Grant County. This course was focused on developing ICP instructors to assist with the facilitation of future instructor level courses. There were 18 students who participated in this class. We were able to utilize their skills and knowledge to enhance the first draft product. The common theme and feedback of this class was that the course was valuable to the future of their programs and gave the instructors further knowledge and skills that were not taught in the prior 40 hour class.

Our second pilot class was delivered in Spokane in May 2008. This was the first class that had basic students with little to no knowledge of teaching EVOIC. All 22 students successfully passed the course. The common theme was that the course was well designed, met, and exceeded the students expectations. More importantly, they had a good product to take back to their agencies to utilize during in-service training.

The last pilot course was delivered September 15-26, 2008, in Spokane. With completion of this course, the WSCJTC will have a product that will be developed based on a research based Instructional Systems Design (ISD) process. The course will be updated on an annual basis utilizing the content experts who have assisted with the project and other experts who wish to participate in this process.

Evaluation

The students are asked to complete a Level One evaluation at the end of the class. This evaluation is used to make the necessary changes needed to assist in finalizing a standardized curriculum. In addition, this evaluation process gives the Subject Matter Experts (SMEs) the opportunity to review if the objectives are being met.

“Bushnell States that evaluations measurement can and should occur between each of the stages...to ensure that the program is well designed and meets its objectives.” (Desimone, R.L., Werner, J.M., & Harris, D.M., 2002)

PROFESSIONAL DEVELOPMENT DIVISION

Continued: EVOIC Development Project

SMEs that are assisting with development of the EVOIC:

Bob Bond	Spokane County Sheriff's Office
Craig Bulkley	Spokane Police Department
Don Varkevisser	Washington State Patrol
Kori Johnson	Washington State Patrol
Rudy Almeida	Hanford Patrol
Steve Capellas	Vancouver Police Department
Tiffany Atwood	King County Sheriff's Office
Tom Jones	Grant County Sheriff's Office
Darell Stidham	Spokane County Sheriff's Office
Mike Brooks	Spokane County Sheriff's Office
John Gately	Spokane Police Department
Tom Sawyer	Vancouver Police Department
Bill Workman	Spokane Police Department

Conclusion

This has been a long, yet, much needed process. The content experts and their agencies have invested a lot of effort and resources into the future of this program. If it had not been for SME's passion, professionalism, skills, knowledge, and abilities, this product would not be where it is today. The product is a research based product and has survived the stringent Instructional Systems Design process. The SMEs are proud of the product and future of the EVOIC. The WSCJTC is pleased with the future success of this program.

Agency Firearms Instructors

Question: Are you a peace officer that has been asked to conduct the Private Security/Bail Recovery Agent armed certification training?

Question: Do you have the updated curriculum and the qualifications to do it?

Question: Would you like more information on how to conduct this training?



The WSCJTC is tasked with providing the initial armed certifications for Private Security guards, Private Investigators, and Bail Recovery Agents, and must do so with certified instructors that meet the qualifications. **It could be you!**

For more information please contact Rachelle Parslow, Private Security Program Supervisor, at 206/835-7346 or rparslow@cjtc.state.wa.us.

CORRECTIONS/ADMINISTRATION

The Corrections Division Welcomes a New Instructor

We would like to introduce and welcome Kent Police and Fire Chaplain and City of Kent Crisis Intervention Coordinator, Pat Ellis. Pat is a Level 1 Certified Fire Instructor and a certified instructor for the International Critical Incident Stress Foundation teaching “Individual Crisis Intervention and Peer Support” and “Stress Management for the Trauma Service Provider.” Pat currently teaches at Bates Technical College for the Basic Fire Service Academy and at the WSCJTC for the Basic Corrections Officer Academy. He is a Member of International Conference of Police Chaplains (ICPC), Federation of Fire Chaplains (FFC), International Critical Incident Stress Foundation (ICISF), and the Association of Traumatic Stress Specialists (ATSS). Pat leads the Peer Support Team for the Kent Police Department, is the co-author of the Washington State Fire Association Line of Duty Death Policy and Procedures, and serves as the lead chaplain of the National Fallen Firefighters Foundation L.A.S.T. Team for Washington State. Pat served 11 years as a youth pastor, is a graduate of Northwest College, and is married to his wife Lisa. They have three children and three grandchildren and live in Maple Valley, WA.



Chaplain Pat Ellis (right) with his father Officer Pat Ellis (left)

He is teaching critical incident stress and emotional survival for COA.

The Corrections Division Welcomes a New ‘Temporary’ Staff Member

We want to welcome Tony Anderman to the Corrections Division. For the next six months, Tony is going to lead our division in a Strategic Plan. On October 27, the division conducted a SWOT (strengths, weaknesses, opportunities and threats) analysis with the instructors and raters from all our academies. On October 28, the division held a Strategic Planning meeting with many of our stakeholders to develop the division’s vision, goals, and strategies. We are excited about this process and possible outcomes. Tony is located in room C-222 and can be reached at 206/835-7310.

How Do Washington State Peace Officers Lose Their Certification?

For those of who have wondered what it takes for a person to have his or her Peace Officer Certification revoked, please check out the following link https://fortress.wa.gov/cjtc/www/pocert/Certification_Cases.pdf.

Doug Blair, Certification Manager, compiled information on cases from the last two years excluding the peace officer’s name or agency. This information will be updated periodically and can be found on our website under Peace Officer Certification titled, “How Washington State Peace Officers Lose Their Certification.”

If you have certification questions, please contact Doug Blair, Certification Manager, at 206/835-7352 or dblair@cjtc.state.wa.us, or Sonja Hirsch, Hearing Coordinator, at 206/835-7372 or shirsch@cjtc.state.wa.us.

ORGANIZATIONAL DEVELOPMENT AND STANDARDS

CHANGES to WAC 139-05-210: Basic law enforcement certificate of equivalency

At the September 10, 2008, Commission Meeting, changes to WAC 139-05-210 were approved by a unanimous vote. The reasons for making the changes are delineated in the following paragraph and amended WAC.

Update language because of changes to RCW addressing the requirement for peace officer certification. Language is added that defines the requirements a person must meet to attend the equivalency academy and differentiates between an officer who attends for educational purposes vs. an officer who must attend to gain peace officer certification as a condition of continued employment. The rule change will also set limitations to the break in law enforcement service that an officer may have and still be eligible for peace officer certification by completing the equivalency academy. The WSCJTC does not set standards for EVOC operation; however, the Washington State Patrol does. Therefore, language that requires EVOC training for equivalency applicants has been removed.

AMENDATORY SECTION (Amending WSR 05-20-029, filed 9/28/05, effective 10/29/05)

(1) A certificate of completion of equivalent basic law enforcement training is issued to applicants who successfully complete the equivalency process as required by the commission. For this purpose, the term "process" includes all documentation and prerequisites set forth in subsection (6) of this section and successful completion of all knowledge and skills requirements within the equivalency academy. ((A certificate of completion of equivalent basic law enforcement training is recognized in the same manner as the certificate of completion of the basic law enforcement academy.))

(2) Participation in the equivalency process is limited to: (a) Fully commissioned ((law enforcement)) peace officers of a city, county, or political subdivision of the state of Washington, who otherwise are eligible to attend the basic law enforcement academy ((and)); or (b) Fully commissioned peace officers who have attained commissioned law enforcement status by completing a basic training program in this or another state. For this purpose, the term "basic training program" does not include any military or reserve training program or any federal training program not otherwise approved by the commission; or (c) Persons who have not attained commissioned peace officer status but have successfully completed a basic law enforcement academy recognized as a full equivalent to the Washington state basic law enforcement academy by the commission and within twelve months of the date of completion been made a conditional offer of employment as a fully commissioned peace officer in Washington state; or (d) Persons whose Washington peace officer certification has lapsed because of a break in service as a fully commissioned peace officer for more than twenty-four months but less than sixty months and who are required to attend the equivalency.

(3) Applicants who are ((approved)) required to participate in the equivalency academy for the purpose of becoming a certified peace officer must attend the first available session of the equivalency academy following such applicant's date of hire((. Applicants are not required to attend a session of the equivalency academy conducted within the initial sixty days of employment)) unless the equivalency academy occurs within the first sixty days of the peace officer's initial date of employment in which case the peace officer must attend the next available academy as a condition of certification as a peace officer. Applicants approved to participate in the equivalency academy for training purposes only, will be admitted on a space available basis. It is the responsibility of the applicant's agency to ensure that all necessary forms and documentation are completed and submitted to the commission in a timely manner, and as necessary, to ensure that the participation provided by this section is ((effected)) affected.

ORGANIZATIONAL DEVELOPMENT AND STANDARDS

Continued: CHANGES to WAC 139-05-210

(4) In those instances where an applicant has attended more than one basic training program, eligibility for participation in the equivalency process will be based upon successful completion of the most recent of such programs attended.

(5) The decision to request an officer's participation in the equivalency process discretionary with the head of the officer's employing agency, who must advise the commission of that decision by appropriate notation upon the hiring notification form. Upon receipt of such notification, the commission will provide all necessary forms and information.

(6) Upon approval of an applicant's eligibility to participate in the equivalency process, the applicant's employing agency must submit to the commission the following documentation as a precondition of participation within such process: (a) ((A copy)) Proof of the applicant's current and valid driver's license; (b) ((A copy)) Proof of the applicant's current and valid basic first-aid card; (c) A statement of the applicant's health and physical condition by an examining physician; (d) A record of the applicant's firearms qualification; (e) A liability release agreement by the applicant; and (f) A criminal records check regarding such applicant.

(7) If comparable emergency vehicle operations training has not been completed previously, the applicant will be required to complete the commission's current emergency vehicle operation course, as scheduled by the commission.

(8) Upon completion of the equivalency process and review and evaluation of the applicant's performance, the commission will: (a) Issue a certificate of completion of equivalent basic law enforcement training; or (b) Issue a certificate of completion of equivalent basic law enforcement training upon the applicant's successful completion of additional training as the commission may require; or (c) Require completion of the commission's basic law enforcement academy.

Instructor of the Year

Be on the lookout for our Instructor of the Year! Instructors to be nominated for this award can be from contract staff, BLEA, or Corrections. Instructors nominated should be standouts in their fields, embody the mission and vision of the WSCJTC, and progress the criminal justice field forward.

To nominate someone simply submit in writing the reason behind the nomination and why that person stands out among the many that instruct for the WSCJTC. Please send all nominations to Steve Lettic at slettic@cjtc.state.wa.us or Leanna Bidinger at lbidinger@cjtc.state.wa.us in the Organizational Development and Standards Division (ODS).

The 2008 Instructor of the Year will be recognized at the WSCJTC's quarterly Commission Meeting on Wednesday, December 10, 2008.

BASIC LAW ENFORCEMENT ACADEMY

Problem Based Learning (PBL) at the BLEA

As many are aware, the BLEA is transitioning from traditional teaching and learning methods to a PBL curriculum. Implementing this new methodology into our academy is a massive and important project. This “upgrade” to our curriculum will keep Washington on the forefront of police academy training and help us to achieve the ultimate goal: Continue to train new officers in the basics of police work *and* improve upon their problem-solving abilities.

In future articles, we will cover such topics as the history of PBL at the WSCJTC, how we will test students, discipline standards and the academy “atmosphere,” subjects which have been added, learning journals, the BLEA Problem Solving Model, the BLEA Police Response Model, adult learning principles, what you can expect from recruits trained under the new curriculum, technology improvements at the WSCJTC, and more. In this first article, we will focus on Problem Based Learning in general.

In a traditional method of teaching, students learn the information and skills, then practice with the information and skills, and finally apply the information and skills to the “problem.” That “problem” most often takes the form of a written exam or final mock scene test. The curriculum and instructors tell the students exactly what to learn. The students just have to trust that the information is valuable to them. They don’t necessarily understand or believe why they are hearing it. And unfortunately, lecture is the most prominent delivery method involved in a traditional curriculum. Lecture surely has its place as a valuable tool in training – but hundreds and hundreds of hours of lecture is nobody’s idea of a good time.

So... what is PBL? PBL is an *approach* to training and learning. The main idea is simple. Let the students decide what is important. Let them take ownership of their own learning. Students will have real motivation to learn the new information or skill. They’re motivated because they are facing a problem that’s “over their head.” This complicated (ill-structured) problem requires the acquisition of new information and skills to solve. This process of facing the problem BEFORE coming to a solution is more realistic. Real life presents the problems first – not the solutions. Real life is “over our heads.” When we want to learn something new, we have to figure it out for ourselves. We have to take ownership of how we want to proceed.

A PBL curriculum teaches students how to solve problems. It provides a system for working through problems. *Students learn how to learn.* And students take that problem-solving system with them into the work force. In its pure form, PBL seems quite unstructured. However, with well-designed ill-structured problems driving the learning, and a well-trained cadre of instructors, the learning goes where it’s supposed to.

PBL got its start in the medical field at McMaster University. In an effort to improve the problem-solving skills of medical graduate students, PBL was developed. PBL is now the standard method of instruction for higher-level medical studies. Other fields have picked up on this teaching approach as well. In police work, PBL is closely related to the PTO movement, as PBL and the PTO model share many of the same goals and philosophies.

Only a small handful of police academies in the U.S. have implemented Problem Based Learning into their curriculum. The WSCJTC’s Basic Law Enforcement Academy will be among the first to completely revise the academic curriculum with PBL as the primary format. There will, of course, still be a healthy mix of some more traditional instruction techniques utilized here – including a bit of lecture.

BASIC LAW ENFORCEMENT ACADEMY

Continued: Problem Based Learning (PBL) at the BLEA

Our challenge is to find the best possible way to implement PBL into our academy. Due to the sheer amount of information and skills we must cover in a relatively short period of time, it takes some finesse. We ran a PBL curriculum pilot class (Class 625), which helped determine the correct balance of guided discussion, lecture, hands-on (practical), homework, individual work, group work, reading and research, and mock scene training.

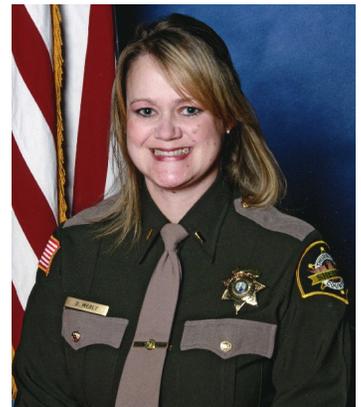
The 86-hour firearms program, 70-hour defensive tactics program, 40-hour EVOC program, and the physical training program are not being altered at this point. These programs are already well defined and sequential. However, the rest of the subjects (commonly referred to as “core blocks”) are undergoing a major overhaul. The most obvious difference is that there will be no more core blocks. Subjects like patrol procedures, criminal procedures, criminal law, investigations, crisis intervention, and traffic enforcement are being integrated. The ill-structured problems students face throughout the academy will have a mixture of all these core blocks together – just like real patrol. A typical call on patrol requires simultaneous understanding and application of all these subjects. Now our curriculum will mirror that reality.

We look forward to sharing updates our progress and highlighting the improvements to our already outstanding academy.

Debbie Mealy: The New Assignment

In July 2008, Executive Director Michael Parsons, appointed the Commander of the Basic Law Enforcement Academy, Thurston County Lieutenant Debbie Mealy, as one of the new Deputy Directors for the WSCJTC. Debbie joined the agency in December 2006.

In addition to her work as the agency’s liaison during the 2009 Legislative Session, Debbie will begin the work of supervising the three major operating divisions: the Basic Law Enforcement Academy, Corrections, and the Professional Development Division. At the end of the legislative session, she will be the only Deputy Director for the WSCJTC.



FURNITURE NEEDED FOR MOCK CITY PROJECT:

The BLEA is in the process of creating a permanent crime scene at Mock City, which will resemble that of an apartment unit. If you have slightly used furniture (couch, night stands, coffee tables, chairs, lamps, etc.) you would like to donate, please contact Officer Ron Tennyson at 206/835-7284 or rtennyson@cjtc.state.wa.us. Donations are needed by **November 10, 2008**.

Executive Director
Michael D. Parsons, Ph.D.

Deputy Directors
Doug Blair and Larry Erickson

Basic Law Enforcement Academy
Commander Debbie Mealy
Asst. Commander Rich Phillips

Corrections Division
Susan Hubbard, Manager

PDD
Al Isaac, Manager

ODS Division
Steve Lettic, Manager

Facilities Division
Wes Anderson, Manager

Human Resources
Greg Baxter

Financial Services
Brian Elliott

Thank You!

The WSCJTC would like to thank the agencies who participated in this year's *Chief For a Day* celebration. It was the biggest event yet!

We would like to thank the following agencies for sponsoring this year's 15 children: Bothell PD, Forks PD, King Co. SO, Kirkland PD, Lacey PD, Mukilteo PD, Port of Seattle PD, Port Orchard PD, Redmond PD, Seattle PD, Snohomish Co. SO, Stillaguamish PD, Tacoma PD, WA Dept. of Fish & Wildlife, and the Washington State Patrol.

In addition, thank you to everyone who participated in the motorcade and outside demonstrations, donated money for the event, purchased items for the gift baskets, and/or attended the event. We could not have done it without you!

Joel Gavino, Information Technology Manager, put together an amazing DVD/slideshow of the event. If you are interested in viewing the DVD, please contact Joel at 206/835-7316 or jgavino@cjtc.state.wa.us.

The next event will be held in August 2010. If you are interested in sponsoring a child or helping with the event, please contact Sonja Hirsch or Rachelle Parslow.



REGIONAL TRAINING MANAGERS

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