

# Module 1

## Facilitator Guide

<b>Purpose</b>	<b>To provide the cadets with the skills and knowledge necessary to understand and implement the RCMP problem-solving model (CAPRA).</b>
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<b>Topics</b>	<b>Competencies</b>
<ul style="list-style-type: none"> <li>- History of the RCMP</li> <li>- Evolution of Policing</li> <li>- RCMP Mission, Vision and Values Statement</li> <li>- RCMP Service Standards</li> <li>- CAPRA</li> <li>- Ethics and Professionalism</li> <li>- Problem-based Learning Methodology</li> <li>- Learning Journals</li> <li>- Team Work</li> <li>- Conflict Resolution/ Negotiation/Mediation</li> <li>- Computer Systems</li> <li>- Notebooks</li> <li>- Use of Learning Resource Centre/Libraries</li> <li>- Human Rights</li> <li>- Discrimination/Harassment</li> <li>- Effective Presentation Skills</li> </ul>	<ul style="list-style-type: none"> <li>- Ethics, Professionalism and Integrity (I.a)</li> <li>- Defining Problems (I.d)</li> <li>- Client Service/Orientation (I.c)</li> <li>- Team Building and Facilitation (III.a)</li> <li>- Consultation, Negotiation and Conflict Resolution (III.b)</li> <li>- Information Gathering (II.b)</li> <li>- Records Management (II.c)</li> <li>- Knowledge of Law, Policy and Procedures (II.a)</li> <li>- Communication Skills (I.e)</li> <li>- Decision Making (IV.c)</li> <li>- Inter-agency and Multi-disciplinary Cooperation (III.c)</li> <li>- Monitoring and Contingency Planning (V.a)</li> <li>- Incident Review and Self-evaluation (V.b)</li> </ul>

**Methodology:** The cadet will use a combination of readings, practical exercises, a visit to the Heritage Centre and Learning Resource Centre, discussions, problem solving, research, lectures, simulation exercises, presentation by expert, videos and cadet presentations.

<b>Total Time</b>	<b>32 hours</b>
<b>Session 1</b>	<b>2 hours.</b> This session briefly reviews the online History of the Force learning material followed by a visit to the Heritage Centre.
<b>Session 2</b>	<b>4 hours.</b> This session discusses the factors contributing to societal change and the impact of these changes on the delivery of police services, particularly those provided by the RCMP. It also introduces the concept of community policing.
<b>Session 3</b>	<b>2 hours.</b> This session describes how the RCMP Mission, Vision and Values Statement and Service Standards reflect the societal changes noted in Session 2. Cadets explore their personal values prior to examining the RCMP's Core Values. Scenarios are examined where values come into conflict.
<b>Session 4</b>	<b>1 hour.</b> This session demonstrates how different service delivery models are appropriate at different points in history due to the changing needs, demands and expectations of the public. It analyses the changes that have occurred in order to identify the key competencies required to meet current client needs. Cadets also problem-solve a scenario without being introduced to a systematic problem-solving approach.
<b>Session 5</b>	<b>3 hours.</b> This session introduces CAPRA, the RCMP problem-solving model. It identifies and describes each element of the model: Clients; Acquiring and Analysing Information; Partnerships; Response (including Service, Protection, Enforcement and Prevention); and Assessment.
<b>Session 6</b>	<b>1 hour.</b> This session applies CAPRA to the scenario given in Session 4, and compares the effectiveness of unsystematic and systematic approaches to problem-solving. It also introduces the CAPRA objectives that are a standard component of each module.
<b>Session 7</b>	<b>2 hours.</b> This session introduces the problem-based learning approach used at the Training Academy and links the approach to CAPRA. It also describes the roles of the learner and facilitator in problem-based learning and introduces the learning journal as a tool for continuous learning and improvement.



- Session 8**                      **2 hours.** This session provides the first opportunity to apply the problem-based learning approach using CAPRA to a scenario. It also discusses the benefits of teamwork and defines the roles of team members to ensure the effective functioning of a team.
- Session 9**                      **2 hours.** This session enables cadets to define ethics in the context of policing. An IIM is reviewed on the Continuum of Compromise. Cadets examine the D-CAPRA Ethical Decision Making Model, which is built on a CAPRA framework, and apply it to a number of ethics scenarios.
- Session 10**                     **1 hour.** The Bennett Model of Intercultural Sensitivity is used to encourage cadets to explore their own personal biases before discussing the areas of influence that deal with bias. RCMP policy on Bias-Free Policing is reviewed and is followed by the completion of a scenario that presents the potential for both racial and socio-economic bias.
- Session 11**                     **2 hours.** This session discusses strategies for negotiation, mediation and conflict resolution to arrive at mutually agreed-upon decisions, in spite of conflicting interests, when problem-solving in groups.
- Session 12**                     **3 hours.** This session introduces police note taking, followed by a visit to the Learning Resource Centre in order to learn how to use this facility and the links it provides to other centres, libraries, the Infoweb and Internet. Cadets begin researching some of the skills and knowledge they need about human rights, discrimination and harassment to problem-solve the scenario from Session 8.
- Session 13**                     **2 hours.** This session provides an opportunity to acquire additional skills and knowledge about human rights, discrimination and sexual harassment from an outside resource person. It introduces the values upon which human rights are based and enables cadets to work through scenarios from a personal rather than police perspective. It describes the legal framework that defines human rights and the institutional mechanisms that are in place within the RCMP to support them. The session also discusses moral reasoning, a thinking process that applies human rights to everyday situations. The Canadian Charter of Rights and Freedoms is briefly introduced as it builds on the principles of human rights and provides a framework for police work.

**Session 14**

**1 hour.** This session enables cadets to apply all the knowledge and skills gained (e.g., cooperative and productive problem-solving by diverse groups, negotiation and conflict resolution, information gathered through research and the outside resource person on human rights, harassment and discrimination) in identifying a strategy for resolving the problem in the scenario and helping to prevent similar situations from recurring.

**Session 15**

**1 hour.** This session enables cadets to plan and develop formal presentations on harassment and discrimination.

**Session 16**

**2 hours.** This session enables cadets (in their learning teams) to deliver the presentations developed in Session 15. The presentations review the key points about harassment and discrimination.

**Session 17**

**1 hour.** This session provides an opportunity to assess how well the solution to the problem in the scenario worked and ways in which the strategy might be improved, as well as how well the team worked and whether there are ways to improve that process. The session also reviews the mechanisms by which cadets will be assessed individually throughout the Cadet Training Program.

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**Sequence Critical** material must not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Blue Room** material is only to be provided to Applied Police Sciences for storage in the Blue Room.

## Module 2

### Facilitator Guide

<b>Purpose</b>	<b>To provide cadets with the skills and knowledge to ensure client orientation in responses to requests for assistance.</b>
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#### Topics

- Calls for Assistance (no criminal incident involved)
- Ethics and Professionalism
- Service Orientation
- Effective Telephone Communication Skills
- Verbal/Non-verbal Communication
- Questioning Techniques
- Police Reporting and Occurrence System (PROS)

#### Competencies

- Ethics, Professionalism and Integrity (I.A)
- Client Service/Orientation (I.C)
- Communication Skills (I.E)
- Defining Problems (I.D)
- Knowledge of Law, Policies and Procedures (II.A)
- Information Gathering (II.B)
- Records Management (II.C)
- Teamwork (III.A)
- Inter-agency and Multi-disciplinary Cooperation (III.C)
- Incident Review and Self-evaluation (V.B)

#### **Methodology:**

The cadets will use a combination of problem-solving, IIMs, research, practical exercises and role plays. The cadets will also have hands-on sessions using the electronic Records Managements System, PROS.

**Total Time:**

**14 hours**

**Session 1**

**2 hours.** This session introduces a telephone call for assistance scenario. It enables cadets to identify the clients, define the problem on the basis of the initial information provided, and identify the knowledge and skills they require to proceed. It presents effective telephone communication techniques, and gives cadets the opportunity to practise these skills.

**Session 2**

**2 hours.** This session provides the opportunity to set priorities by applying a risk assessment. It enables cadets to assess their performance in dealing with the telephone call for assistance scenario against the RCMP Service Standards. It allows them to explore available service recovery options, given additional client feedback on the handling of the problem. In addition, the session outlines statistics on public complaints, focussing on those related to neglect of duty.

**Session 3**

**1 hour.** This session introduces PROS, the Police Records Occurrence System, to cadets. Cadets will log on to the training domain of PROS, learn how to use the Application Control Window (ACW), learn how to activate "Tip Mode" within PROS, and how to use online help.

**Session 4**

**2 hours.** The first hour of this session introduces an over the counter request for assistance scenario. It enables cadets to identify the clients, define the problem on the basis of the initial information provided, and identify the knowledge and skills they require to proceed. It allows cadets to generate types of non-verbal communication and factors that affect such communication. Cadets discuss the potential for gaining or losing trust on the basis of non-verbal communication.

In the second hour of this session, cadets learn how to open an occurrence within PROS by following a demonstration of the entry of the suspicious vehicle occurrence step-by-step, and then entering their own data.

**Session 5**

**2 hours.** In the first hour of this session, cadets practice their verbal and non-verbal communication skills by participating in role plays of the over the counter request for assistance scenario. This provides them with the opportunity to compare their experiences to their original assumptions based on the non-verbal behaviours displayed



in Session 4. In the second hour of this session, they will enter data based on the front-counter scenarios as an occurrence in PROS.

**Session 6**

**3 hours.** The front-counter scenario is expanded upon and concludes the problem introduced in Session 3. It directs cadets to identify a new client, redefine the problem and identify the knowledge and skills they require to proceed. CPIC, the Canadian Police Information Centre and PIP, the Police Information Portal within PROS, are introduced. The session provides hands-on practice with logging on and off, carrying out query and Format transactions, printing responses to queries, and sending and managing messages. Cadets also gain an understanding of CPIC confidentiality and security, and maintenance transactions.

**Session 7**

**2 hours.** In the first hour, the cadets will be introduced to the PROS task function. They will create an initial task. The cadets will also learn how to link an officer and a unit to the occurrence. In the last hour of the session, a review is done of the occurrence entry of the front-counter scenario, with cadets checking for errors and difficulties.

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# Module 3

## Facilitator Guide

<b>Purpose</b>	<b>To provide cadets with the skills and knowledge to ensure quality responses to incidents in progress.</b>
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### Topics

- Police Radios
- Elements and Key Words of a Criminal Offence
- Offence of Theft and Related Offences
- Determining Parties to the Offence and the Accessory After the Fact
- Identifying Offences and Punishments
- Notebooks
- Witness Interviews
- Problem-solving an Incident in Progress
- Police Reporting and Occurrence System (PROS)

### Competencies

- Ethics, Professionalism and Integrity (I.A)
- Client Service/Orientation (I.C)
- Communication Skills (I.E)
- Defining Problems (I.D)
- Knowledge of Law, Policy and Procedures (II.A)
- Information Gathering (II.B)
- Records Management (II.C)
- Incident Review and Self-evaluation (V.B)
- Conscientiousness and reliability (IV.C)

**Methodology:**

The cadet will use a combination of IIMs, videos, problem-solving, research, performance/demonstration, visit to detachment, practical exercises, role plays, interviewing and PROS.

**Total Time:** 24 hours

**Session 1** 1 hour. This session introduces a scenario on a possible theft in progress. It enables cadets to identify the clients, define the problem on the basis of the initial information provided, and identify the knowledge and skills they require to proceed. It also provides them with the opportunity to discuss and ask questions about the How a Law is Made I and II, Rules of Interpretation and Structure of a Statute IIMs.

**Session 2** 1 hour. This session introduces cadets to the portable police radio, and enables them to practise using the police radio to send and receive transmissions related to scenario. The importance of secure communications is stressed. It also introduces cadets to Buffalo Detachment.

**Session 3** 2 hours. This session introduces the offence of theft by having cadets locate and interpret the offence, identify the elements and define key words.

**Session 4** 3 hours. This session expands upon tasking in PROS and enables cadets to open an occurrence for the scenario. It introduces the processes for adding a Business/Organization and a Contact for a business in PROS. It also provides cadets with the opportunity to view an unexpected role play, and identify potential problems with the reliability of interviewing witnesses and practice their note taking skills.

**Session 5** 3 hours. This session introduces parties to an offence and accessories after the fact. It allows cadets to develop scenarios that illustrate all the components of a party to an offence and accessory after the fact in order to demonstrate their understanding. It also provides them with the opportunity to analyse additional print-based scenarios to reinforce the concepts.

**Session 6** 3 hours. This session introduces the structured interview process. It provides cadets with the opportunity to review, discuss and ask questions about the Appendix: "The Structured Interview". They also participate in role plays to practice interviewing witnesses, and will learn to add a witness interview as an External Document Person Report, as well as create a Paper Folder/Supplement Report.





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# Module 4

## Facilitator Guide

<b>Purpose</b>	<b>To provide the cadets with skills and knowledge to ensure quality responses to incidents in progress at initial client contact.</b>
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### Topics

- Offence of Cause Disturbance
- Risk Assessment
- Mediation/Anger Management Skills
- Canadian Charter of Rights and Freedoms
- Power of Arrest
- R2MR
- Information, Summons, Subpoena
- Alternative to Enforcement Responses
- PROS

### Competencies

- Ethics, Professionalism and Integrity (I.A)
- Client Service/Orientation (I.C)
- Defining Problems (I.D)
- Communication Skills (I.E)
- Knowledge of Law, Policy and Procedures (II.A)
- Information Gathering (II.B)
- Records Management (II.C)
- Incident and Risk Management (IV.A)
- Public and Police Safety (IV.B)
- Decision Making (IV.C)
- Crime Prevention/Alternatives to Enforcement Strategies (IV.F)
- Incident Review and Self-evaluation (V.B)

**Methodology:**

The cadet will use a combination of problem-solving, research, practical exercises, presentations, role plays, IIMs and video.



<b>Total Time:</b>	<b>36 hours</b>
<b>Session 1</b>	<b>2 hours.</b> This session introduces a disturbance in a café, a scenario involving an incident in progress. It enables cadets to identify the clients, define the problem on the basis of the initial information provided, and identify the knowledge and skills they require to proceed. They discuss differences in public expectations with regards to incidents in progress and calls for assistance. Cadets also identify and characterize the offence of cause disturbance.
<b>Session 2</b>	<b>2 hours.</b> This session allows cadets to conduct a risk assessment on establishing priorities and approaching a scene based on additional information provided for the scenario introduced in Session 1. In addition, it provides cadets with the opportunity to practise their notetaking skills while observing a video of the police officer speaking to the manager, suspects and witnesses in the scenario.
<b>Session 3</b>	<b>3 hours.</b> This session introduces techniques for managing personal anger, managing the anger of others and mediation. It enables cadets, in groups, to research the technique assigned, and prepare a presentation and handout. The presentation and handout relate to a policing scenario developed by the cadets that requires anger management and/or mediation.
<b>Session 4</b>	This session allows cadets to participate in Road to Mental Readiness (R2MR) training. The R2MR is intended to raise awareness about mental health resilience in a healthy and positive way.
<b>Session 5</b>	<b>2 hours.</b> This session provides cadets with the opportunity to make their presentations and obtain feedback from experts and experienced police officers on their interpretation and application of the techniques researched.
<b>Session 6</b>	<b>1 hour.</b> This session introduces the Canadian Charter of Rights and Freedoms. Cadets focus on sections of the Canadian Charter of Rights and Freedoms related to policing.
<b>Session 7</b>	<b>7 hours.</b> This session allows cadets to apply their communication skills, anger management and mediation knowledge and skills to calm volatile role play situations.
<b>Session 8</b>	<b>4hours.</b> This session enables cadets to confirm the offence



of cause disturbance was committed. It also introduces them to arrest, reasons for arrest, power of arrest and limitations. They then determine whether or not they have the power to arrest and limitations in the cause disturbance scenario.

**Session 9**

**2 hours.** Cadets apply their knowledge of arrest and limitations to video scenarios by answering questions on presented after each scenario. This session also provides cadets with the opportunity to review the information, summons and subpoena IIMs. Given additional information about how the investigation unfolded, cadets assess their performance against the RCMP Service Standards. They weigh the interests of direct and indirect clients in light of their decision to arrest, demonstrating that although the arrest was lawful, it was not necessarily the best response. Cadets also explore alternatives to enforcement responses that might have better applied to the situation described in the scenario.

**Session 10**

**2 hours.** Cadets assess their performance in the module scenario. There is a review of the new forms that were introduced in this module, and a guided review of the Home Hardware Occurrence, done in last module. Cadets do a peer correction of the theft scenario occurrences from Module 3. There is time for a PROS general review. The session concludes with an online PROS quiz.

**Session 11**

**7 hours.** This session introduces the basic techniques for officer violator contact with an emphasis on public and police safety. Cadets view a video which summarizes the steps for vehicle stops. It also provides cadets with the opportunity to apply their knowledge and skills to scenarios involving low risk stops.

**Session 12**

**1 hour.** Powers of arrest review quiz is given to the cadets in this session to test their knowledge on Powers of arrest and limitations.

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<b>Appendix 1.4</b>	Answers to Cause a Disturbance Exercise ( <b>Facilitator</b> )
<b>Appendix 1.5</b>	Powers of Arrest & Limitations (Without Warrant) (Peace Officer) (IIM)
<b>Appendix 1.6</b>	Judicial Process: The Subpoena (Form 16) (IIM)
<b>Appendix 1.7</b>	Judicial Process: The Information (Form 2) & Summons (IIM)
<b>Appendix 1.8</b>	Performance Assessment Rubric: Group Presentation
<b>Appendix 1.9</b>	Sample Completed Form 16
<b>Appendix 1.10</b>	Sample Completed Forms 2 & 6
<b>Appendix 1.11</b>	Post Shooting Trauma
<b>Appendix 2.1</b>	Depot Café Facilitator Guide ( <b>Facilitator</b> )
<b>Appendix 3.1</b>	Bibliographies
<b>Appendix 3.2</b>	Incident Management Intervention Model (IMIM) Techniques for De-escalation Through Communication
<b>Appendix 7.1</b>	De-escalation Role Play Guidelines ( <b>Blue Room</b> ) (3 copies)
<b>Appendix 7.2</b>	Anger Management/Mediation Techniques Rubric
<b>Appendix 7.3</b>	Self Anger Management Rubric
<b>Appendix 8.1</b>	Crime Scene Photography
<b>Appendix 8.2</b>	Powers of Arrest Scenarios
<b>Appendix 8.3</b>	Answers to Powers of Arrest Scenarios ( <b>Facilitator</b> )
<b>Appendix 9.1</b>	Sample Completed Form 2: Cause a Disturbance ( <b>Sequence Critical</b> )
<b>Appendix 10.1</b>	Occurrence Peer Review Guide for Theft Scenarios ( <b>Sequence Critical</b> )
<b>Appendix 11.1</b>	Officer/Violator Contact Scenarios ( <b>Blue Room</b> ) (6 copies)
<b>Appendix 11.2</b>	Officer/Violator Contact Cadet Feedback ( <b>Sequence Critical</b> )
<b>Appendix 11.3</b>	Threat Zone Worksheet
<b>Appendix 12.1</b>	Power of Arrest Review Quiz ( <b>Sequence Critical</b> )
<b>Appendix 12.2</b>	Answers to Power of Arrest Review Quiz ( <b>Facilitator</b> )

**Form** Summons to a Person (Adult) (Form 6 [Sections 493, 508 and 512])

**Form** Information (Form 2 [Sections 506 and 788])

**Form** Subpoena to a Witness (Form 16)

**Sequence Critical** material must not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Blue Room** material is only to be provided to Applied Police Sciences for storage in the Blue Room.

# Module 5

## Facilitator Guide

<b>Purpose</b>	<b>To provide the cadets with the skills and knowledge necessary to ensure quality responses to incidents after the fact.</b>
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### Topics

- Mischief offence
- Physical evidence
- Photography
- Limitations on power of arrest
- Suspect Interviews
- Incident Management/Intervention Model
- Risk management
- Diversity issues
- Use of force legislation and policy
- Promise to Appear
- Appearance Notice
- Recognizance
- Undertaking
- Community profiling
- Community consultative groups
- Prosecutor's Information Sheet
- Disclosure
- Form 2 Information
- Police Reporting and Occurrence System (PROS)

### Competencies

- Ethics and Professionalism (I.A)
- Client Service/Orientation (I.C)
- Defining Problems (I.D)
- Communication Skills (I.E)
- Knowledge of Law, Policy and Procedures (II.A)
- Information Gathering (II.B)
- Records Management (II.C)
- Crime Scene Investigation and Evidence Gathering (II.D)
- Team Building and Facilitation (III.A)
- Consultation, Negotiation and Conflict Resolution (III.B)
- Inter-agency, Multi-disciplinary Cooperation (III.C)
- Planning and Coordination (III.D)
- Incident and Risk Management (IV.A)
- Public and Police Safety (IV.B)
- Decision Making (IV.C)
- Care and Handling, Arrest and Release of Suspects and Prisoners (IV.D)
- Crime Prevention/Alternative to Enforcement Strategies (IV.F)
- Victim Relations and Services (IV.G)
- Monitoring and Contingency Planning (V.A)
- Incident Review and Self-evaluation (V.B)



**Methodology:** The cadet will use a combination of problem-solving, research, demonstration/performance, presentations, IIMs, simulation games, practical exercises and role plays.

**Total Time:** **34 hours**

**Session 1** **3 hours.** This session introduces a mischief scenario. It enables cadets to identify the clients, and compare the expectations of clients from police when the incident is over to those when an incident is in progress or when requesting assistance. They define the problem on the basis of the initial information provided, and identify the knowledge and skills required to proceed. Cadets also locate and interpret the offence of mischief and complete a related scenario-based exercise. The session directs cadets to open an occurrence on PROS for the scenario.

**Session 2** **1 hour.** This session defines evidence and introduces the handling, labelling, storing and transporting of evidence. It also introduces cadets to photographing evidence.

**Session 3** **2 hours.** This session allows cadets to apply their knowledge and skills by taking photos at an indoor and outdoor crime scene based on the mischief scenario and seizing evidence at one of the scenes.

**Session 4** **2 hours.** This session introduces the property function in PROS. It provides cadets with the opportunity to search for property in the database, tag and add items to an occurrence. By doing so, they track and account for all property taken into police possession.

**Session 5** **3 hours.** This session enables cadets to apply their knowledge and skills by interviewing the complainant and a witness in the mischief scenario through role plays, thus proceeding with the investigation. It also gives them the results of a CPIC check on the suspect and vehicle, which assists in their risk assessment prior to arresting the suspect. Cadets are introduced to the process for adding a suspect and vehicle to a PROS occurrence.



on the mischief scenario. It enables cadets to assess the manner in which the scenario was handled and explore whether or not a community justice forum would have been appropriate in this case.

**Session 15**

**2 hours.** This session introduces the community profile. It allows cadets to complete a community profile exercise based on the community in the mischief scenario. Cadets are shown how the community profile assists them in problem-solving in partnership during community consultative group meetings.

**Session 16**

**1 hour.** This session introduces the process for organizing a community consultative group meeting.

## Table of Appendices

<b>Appendix 1.1</b>	Module 5: Notebook Assessment
<b>Appendix 1.2</b>	PROS Business/Complainant Data for Mischief Occurrence ( <b>Sequence Critical</b> ) ( <b>one copy only, single sided</b> )
<b>Appendix 1.3</b>	Mischief and Public Mischief Scenarios ( <b>Blue Room - 30 copies</b> )
<b>Appendix 1.4</b>	Compel to Court & Release Procedure (IIM)
<b>Appendix 1.5</b>	Firearms Law and Policy Questionnaire
<b>Appendix 1.6</b>	Suspect Interviews
<b>Appendix 1.7</b>	Sample Completed Form 2: Mischief ( <b>Sequence Critical</b> )
<b>Appendix 3.1</b>	Troubleshooting Camera and Picture Problems
<b>Appendix 4.1</b>	Property Module ( <b>Sequence Critical</b> ) ( <b>32 copies, double sided</b> )
<b>Appendix 5.1</b>	Witness Interview Role Plays ( <b>Blue Room - 15 copies</b> )
<b>Appendix 5.2</b>	PROS Witness/Suspect/Vehicle Data for Witness Interview Role Plays ( <b>Sequence Critical</b> ) ( <b>one copy only, single sided</b> )
<b>Appendix 5.3</b>	Witness/Victim Interview Rubric
<b>Appendix 5.4</b>	CPIC Printouts on Mann ( <b>Sequence Critical, one copy only, single sided</b> )
<b>Appendix 5.5</b>	CPIC Printouts on Suspect Licence Plate ( <b>Sequence Critical, one copy only, single sided</b> )
<b>Appendix 5.6</b>	PROS - Add a Vehicle Exercise
<b>Appendix 5.7</b>	Witness/Victim Interview Rubric ( <b>Facilitator</b> ) ( <b>32 copies</b> )
<b>Appendix 5.8</b>	Witness/Victim Interview Plan ( <b>Sequence Critical</b> )
<b>Appendix 5.9</b>	Witness/Victim Interview Facilitator Checklist ( <b>Facilitator</b> ) ( <b>32 copies</b> )
<b>Appendix 5.10</b>	FTR Interview Tagging Guide
<b>Appendix 5.11</b>	FTR Facilitator Reviewing Guide ( <b>Facilitator</b> )
<b>Appendix 7.1</b>	Incident Management/Intervention Model (IMIM) Scenarios ( <b>Blue Room - 5 copies</b> )
<b>Appendix 7.2</b>	Use of Force Scenarios ( <b>Sequence Critical</b> )
<b>Appendix 8.1</b>	Firearms Case Studies ( <b>Blue Room - 1 copy</b> )
<b>Appendix 8.2</b>	Answers to Firearms Case Studies ( <b>Facilitator</b> )



<b>Appendix 9.1</b>	Admissibility Flaw Scenarios ( <b>Sequence Critical</b> )
<b>Appendix 9.2</b>	Custodial vs Non-Custodial Scenarios ( <b>Sequence Critical</b> )
<b>Appendix 9.3</b>	Suspect Interview Flowchart ( <b>Sequence Critical</b> ) ( <b>laminated notebook inserts</b> )
<b>Appendix 10.1</b>	Transcript of Mann's Custodial Suspect Interview ( <b>Sequence Critical</b> )
<b>Appendix 12.1</b>	Prosecutor's Information Sheet
<b>Appendix 12.2</b>	Relevant Disclosure Material
<b>Appendix 13.1</b>	PROS Occurrence Status Update - Complete - Unsolved/Unfounded/Unsubstantiated
<b>Appendix 15.1</b>	Community Profile Exercise
<b>Appendix 15.2</b>	Indo Canadian Community Profile
<b>Forms</b>	Form 2 Information Form 9 Appearance Notice Form 10 Promise to Appear Form 11 Recognizance Form 11.1 Undertaking

**Sequence Critical** material must not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Blue Room** material is only to be provided to Applied Police Sciences for storage in the Blue Room.

## Module 6 Facilitator Guide

<b>Purpose</b>	<b>To provide the cadets with the skills and knowledge necessary to ensure a quality response to an incident of child abuse.</b>
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### Topics

- child abuse
- interviewing young children
- interviewing a suspect
- assault
- search of an individual on arrest
- diversity issues
- authority to enter a residence
- obstruction of peace officer
- hand-cuffing
- transportation of prisoner
- fingerprinting and photography
- cell deaths
- SB/OR
- releases
- victim relations and services

### Competencies

- ethics, professionalism and integrity (I.a)
- service/client orientation (I.c)
- communication skills (I.e)
- knowledge of law, policy and procedures (II.a)
- information gathering (II.b)
- incident review and self-evaluation (V.b)
- inter-agency and multi-disciplinary cooperation (III.c)
- incident and risk management (IV.a)
- public and police safety (IV.b)
- decision making (IV.c)
- care and handling, arrest and release, suspects and prisoners (IV.d)

**Method:** The cadet will use a combination of problem solving, research, practical exercises, role plays, videos, demonstrations, presentations by outside experts and multi-media modules.

**Time:** 40 hours

- Session 1** 2 hours. Cadets are introduced to a scenario on child abuse. On the basis of initial information provided, cadets identify issues/problems, clients, their expectations, potential partners and additional information and skills required. They then research the offence of assault and three offences assigned which involve the different levels of seriousness of assault. Finally, cadets research types of abuse, types of evidence to be gathered, character traits of abusers and victim and abuser support programs. They also research ways to prevent child abuse and sources of information to educate the community about child abuse.
- Session 2** 2 hours. Cadets apply what they learned about assault to scenario-based exercises on the offence of assault and then examine offences related to child sexual abuse and exploitation.
- Session 3** 1 hour. Cadets work through and discuss Module 1 of the multi-media program "Family Violence, Not a Private Problem" dealing with child sexual abuse. In this session, cadets will learn how to define the problem and decide on the first course of action when a call is received related to child abuse.
- Session 4** 1 hour. Cadets conduct a risk assessment at the "information gathering" stage and present their findings. They do a CPIC check in relation to the scenario.
- Session 5** 2 hours. Cadets discuss and research the authority to enter dwellings using the rules of interpretation. The session also includes a brainstorming session on power of arrest and alternatives to arrest using a risk assessment model.
- Session 6** 2 hours. Each team does a risk assessment at the "entry" and "interior" stages of the module scenario and their findings are discussed.
- Session 7** 2 hours. Cadets discuss and complete an exercise on the authority to search a person. Cadets view a video and discuss searching prisoners of the opposite sex. Cadets determine whether they have the authority to search the suspect in the module scenario.

- Session 8**                      **2 hours.** Cadets review SB/OR policy in relation to the module scenario and complete an SB/OR form for their module occurrence. Cadets will also participate in a role play of an arrest incorporating hand cuffing, a search and evidence gathering.
- Session 9**                      **2 hours.** Cadets complete a written exercise on the handling of prisoners. Cadets view a video on prisoner escorts and observe a demonstration on escorting prisoners, removing from the police vehicle, safe booking in procedures and prisoner photography.
- Session 10**                    **2 hours.** Cadets participate in role plays on arresting prisoners followed by a primary search, secondary search, and removal of personal effects with completion of the prisoner effects report C-13-1 Cadets discuss the reasons for search and seizure of effects from a prisoner, including those effects that have a religious meaning.
- Session 11**                    **2 hours.** Cadets make presentations on the research topics assigned in session 1, view a short video on online child exploitation and learn how to gather evidence of suspected online exploitation.
- Session 12**                    **1 hour.** Cadets complete an exercise on the Identification of Criminals Act.
- Session 13**                    **3 hours.** Cadets complete and discuss a study module on fingerprinting and view a video related to fingerprinting. Cadets then practice obtaining fingerprints and palm prints and complete form C -216.
- Session 14**                    **1 hour.** Cadets complete a questionnaire on persons in custody, discuss their responses and learn the conditions under which they must appear before a justice.
- Session 15**                    **2 hours.** Cadets complete multimedia modules which cover building rapport with the child victim, establishing ground rules for the interview, distinguishing between leading and non-leading questions, introducing the topic of concern, getting the child to the free narrative stage; proceeding to open questioning, using specific questions, using interview aids, ending the interview, considering the child's description of the context of the abuse allegation, assessing the credibility of the child's description of specific sexual facts, evaluating the child's



emotional state during the interview, informing the parent of the suspected abuse, gaining the cooperation of the non-offending parent, providing crisis support, determining the parent's possible role in the abuse, evaluating the parent's ability to protect the child, gathering evidence and follow-up.

**Session 16**

**3 hours.** Cadets have a follow-up discussion on the Family Violence modules they completed and are introduced to the PROS Victim Report and will complete the report by following along with the facilitator. The cadets then read transcribed statements from the child victim and his non-abusive parent. These are placed in their paper folder. The cadets interview the suspect in the module scenario.

**Session 17**

**2 hours.** Experts will be available to clarify cadets' questions and to present information regarding child abuse. Cadets learn the risk factors for child abuse and how to identify the indicators of abuse.

**Session 18**

**1 hour.** Cadets will review release procedures.

**Session 19**

**1 hour.** Cadets review the module scenario and ascertain what the most appropriate charges are. Cadets will then review their investigation and go through the factors to consider regarding the release of the suspect and decide on what charges are appropriate.

**Session 20**

**1 hour.** Cadets learn about Competency Based Management.

**Session 21**

**3 hours.** Review of module 5 occurrence. Cadets are introduced to the Check Occurrence button in PROS. Cadets will revisit the UCR report introduced in module 5 and complete it on their **assault occurrence**.

**Session 22**

**1 hour.** Cadets assess their performance in terms of service protection and enforcement, applying the RCMP service standards to the scenario. The session ends with a review of the module.

**Session 23**

**1 hour.** Cadets correct a quiz on powers of release.

**Session 24**

**1 hour.** Cadets are introduced to the RCMP Act and Code of Conduct and are given opportunities to apply the information to print-based scenarios to reinforce the concepts.

## Table of Appendices and Forms

<b>Appendix 1.1</b>	Family Violence - Not a Private Matter: Users Guide
<b>Appendix 1.2</b>	Care and Handling of Prisoners Handout & Questionnaire
<b>Appendix 1.3</b>	Indicators of Abuse, and Injuries
<b>Appendix 1.4</b>	Subject Behaviour/Officer Reporting Policy
<b>Appendix 1.5</b>	Code of Conduct IIM
<b>Appendix 1.6</b>	Code of Conduct of the RCMP
<b>Appendix 1.7</b>	Child Abuse
<b>Appendix 2.1</b>	Assault Scenarios Exercise ( <b>Sequence Critical</b> )
<b>Appendix 4.1</b>	Cadet PROS Scenario Data - Assault Occurrence ( <b>Sequence Critical</b> ) ( <b>print 1 copy only, single sided only</b> )
<b>Appendix 5.1</b>	CPIC Printouts on Suspect (Cadet PROS Data) ( <b>Sequence Critical</b> ) ( <b>print 1 copy only, double sided</b> )
<b>Appendix 6.1</b>	Questions that Could Be Asked of a Police Officer to Explain the Intervention Chosen by the Police Officer ( <b>Sequence Critical</b> )
<b>Appendix 7.1</b>	Warrantless Searches Handout
<b>Appendix 7.2</b>	Fingerprinting Guide
<b>Appendix 7.3</b>	Search Questions
<b>Appendix 7.4</b>	Fingerprinting Criterion Test
<b>Appendix 8.1</b>	Learning Expectation Sheet - Searching
<b>Appendix 8.2</b>	Persons in Custody Questionnaire
<b>Appendix 8.3</b>	Individual Oral Presentation Rubric-Group Presentation
<b>Appendix 8.4</b>	Subject Behaviour/Officer Response User Guide ( <b>Sequence Critical</b> )
<b>Appendix 8.5</b>	Steps to Complete a SB/OR ( <b>Sequence Critical</b> )
<b>Appendix 10.1</b>	Sample Correctly Completed C-13-1
<b>Appendix 10.2</b>	Learning Expectation Sheet - Care and Handling of Prisoners
<b>Appendix 10.3</b>	First Detachment Preparation Handout ( <b>Sequence Critical</b> )
<b>Appendix 10.4</b>	Entity Removal Instruction Sheet ( <b>Facilitator</b> )
<b>Form</b>	C-13-1
<b>Appendix 11.1</b>	Facilitator's Guide on Research Topics ( <b>Facilitator</b> )
<b>Appendix 11.2</b>	Performance Assessment Rubric: Group Presentation
<b>Appendix 12.1</b>	Identification of Criminals Act

<b>Appendix 12.2</b>	Fingerprinting, Palm Printing and Photography Order
<b>Appendix 12.3</b>	Identification of Criminals Act Questionnaire
<b>Appendix 12.4</b>	Legal Opinion on Fingerprinting of Subjects in Custody <b>(Facilitator)</b>
<b>Appendix 13.1</b>	Common Problems with Fingerprint Submissions
<b>Forms</b>	C-216 (2 sets of forms (pages 1-3, trimmed) for each cadet) <b>(Sequence Critical)</b>
<b>Appendix 16.1</b>	Transcribed Statement of the Victim <b>(Sequence Critical)</b>
<b>Appendix 16.2</b>	Transcribed Statement of the Victim's Mother <b>(Sequence Critical)</b>
<b>Appendix 16.3</b>	Suspect Interview Role Plays <b>(available from the Blue Room) (16 copies)</b>
<b>Appendix 16.4</b>	Suspect Interview Rubric <b>(Sequence Critical, print a copy for each cadet and 32 for the facilitators)</b>
<b>Appendix 16.5</b>	Suspect Interview Plan
<b>Appendix 16.6</b>	Suspect Interview Facilitator Checklist <b>(32 copies) (Facilitator)</b>
<b>Appendix 16.7</b>	Powers of Release Quiz <b>(Sequence Critical)</b>
<b>Appendix 19.1</b>	Criminal Record - Assault Suspect <b>(Sequence Critical)</b> (Print one copy only, single-sided)
<b>Appendix 19.2</b>	Probation Order - Assault suspect <b>(Sequence Critical)</b>
<b>Appendix 19.3</b>	Sample Completed Form 2: Assault, Obstruction, Assault with a Weapon and Breach of Probation <b>(Sequence Critical - English Only)</b>
<b>Appendix 20.1</b>	Introduction to Competency Based Management
<b>Appendix 21.1</b>	Validating the UCR Incident Window
<b>Appendix 21.2</b>	Occurrence Peer Review Guide for Assault Occurrence <b>(Sequence Critical)</b>
<b>Appendix 23.1</b>	Answers to Powers of Release Quiz <b>(Facilitator)</b>
<b>Appendix 24.1</b>	Code of Conduct IIM Answer Key <b>(Facilitator)</b>
<b>Appendix 24.2</b>	Code of Conduct Exercise <b>(Sequence Critical)</b>
<b>Appendix 24.3</b>	Form 6465 Acknowledgement of Professional Responsibilities in the Royal Canadian Mounted Police <b>(Facilitator)</b>

**Sequence Critical** material should not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Forms** are existing blank RCMP forms which are printed for cadets to use.



# Module 7

## Facilitator Guide

<b>Purpose</b>	<b>To provide the cadets with the skills and knowledge necessary to ensure quality responses to incidents in progress.</b>
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### Topics

- Search Warrants
- Domestic Violence
- Stalking
- Weapons Offences
- Firearms Offences
- Releases
- Diversity Issues  
(Physical Disabilities)
- Search Warrants Related to  
Firearms
- Victim Impact Statements  
(Victim Services)
- Witness and Suspect Interviews
- Occurrence Completion
- Crime Scene Protection
- CPIC/PROS
- Incident Management –  
Crisis Situation
- Firearms Prohibition Orders

### Competencies

- Ethics, Professionalism and Integrity  
(I.A)
- Client Service/Orientation (I.C)
- Defining Problems (I.D)
- Communication Skills (I.E)
- Knowledge of Law, Policy and  
Procedures (II.A)
- Information Gathering (II.B)
- Records Management (II.C)
- Crime Scene Investigation and  
Evidence Gathering (II.D)
- Conduct of Searches (II.E)
- Consultation, Negotiation and  
Conflict Resolution (III.B)
- Inter-agency and Multi-disciplinary  
Cooperation (III.C)
- Planning and Coordination (III.D)
- Incident and Risk Management (IV.A)
- Public and Police Safety (IV.B)
- Decision-making (IV.C)
- Victim Relations and Services (IV.G)
- Monitoring and Contingency Planning  
(V.A)
- Incident Review and Self-evaluation  
(V.B)

### Methodology:

The cadet will use a combination of problem-solving, research, multimedia modules, moral reasoning exercise, panel presentations and discussion, videos, slide presentations, practical exercises, readings and role plays.

**Total Time:**                   **32 hours**

**Session 1**                   **1 hour.** This session introduces a domestic dispute, a scenario involving an incident in progress. It enables cadets to identify the clients, define the problem on the basis of the initial information provided, and identify the knowledge and skills they require to proceed. They brainstorm and perform the steps they would follow to initiate the investigation, including: querying CPIC, PROS and CFRO; identifying the offence; and conducting a risk assessment.

**Session 2**                   **1 hour.** This session introduces the topic of spousal assault. It allows cadets to review the related RCMP policy and work through two modules from Domestic Violence, Not a Private Problem. The first module covers the: repetitive nature of violence towards women; escalating cycle of violence; statistical data on domestic violence in Canada; methods used by abusers to control their victims (the power and control wheel); analysing information received from the dispatcher; authority to enter a dwelling; suitable actions inside the house; interviewing the parties involved; and, arresting the abuser and completing the investigation. The second module covers the: overall goals of the interview; necessary considerations when interviewing a victim; measures to ensure the victim's personal safety; checking access to firearms; local resources for immediate support and long term help for the victim; victim support groups and support plan; and, support for the abuser.

**Session 3**                   **1 hour.** This session enables cadets to participate in a moral reasoning scenario dealing with an incident of spousal assault committed by a colleague. They conduct a risk assessment on the scenario. Cadets also discuss the importance of handling situations involving friends and family in the same manner as they would handle incidents involving the public.

**Session 4**                   **2 hours.** This session provides cadets with the opportunity to attend a presentation given by an outside resource panel of experts including a victim of spousal abuse, family services representative or counsellor, safe house counsellor and victim services worker/counsellor. The presentation covers the sensitivity of police to the victim, emotional impact on the victim of being assaulted, appropriate emotional support that can be provided by police, when the police should refer victims to other services and which services to call on when, and the role of various agencies in the process.

**Session 5**                   **2 hours.** This session allows cadets to proceed to the scene in the domestic dispute scenario, reassessing risk at the en route, arrival, approach and entry stages.



**Session 6**

**2 hours.** This session provides cadets with additional information on the domestic dispute scenario. It introduces cadets to weapons and weapons-related offences. They view and discuss the Offences portion of The Firearms Act and Criminal Code Amendments video, and play a Weapons Jeopardy game designed to assist them in identifying weapons and specific types of weapons. Cadets also work through a module from Domestic Violence, Not a Private Problem. The module covers: an analysis of initial information provided; gathering information from the dispatcher; systematic consideration of the “seven steps to crisis intervention”; legal options; applicability of Section 117.04(1) C.C., obtaining a warrant to seize a firearm, ammunition or explosive substance; applicability of Section 117.04(2) C.C., conditions where an officer may seize a firearm, ammunition or explosive substance without a warrant; how to act inside the house; arresting and charging the abuser; obtaining statements from other parties in the house; and, obtaining a prohibition order.

**Session 7**

**1 hour.** This session introduces the processes for filtering tasks and adding a caution in PROS.

**Session 8**

**3 hours.** This session introduces the conditions that must be met to obtain a search warrant and the process to obtain one. Cadets determine whether or not they have reasonable grounds to obtain a search warrant and why by analyzing various scenarios. In scenarios where grounds exist, they apply their knowledge by preparing a Form 5 Warrant to Search and Form 1 Information to Obtain a Search Warrant. Cadets determine whether or not a search warrant is necessary to seize the weapon in the domestic dispute scenario. They also view and discuss the Search and Seizure portion of The Firearms Act and Criminal Code Amendments video.

**Session 9**

**2 hours.** This session allows cadets to conduct a risk assessment at the interior and exit stages in the domestic dispute scenario. Cadets determine the charge(s) under which they would arrest the suspect. They complete risk assessments for case studies. The session also enables cadets to view a slide presentation and discuss two incidents in which members were shot.

**Session 10**

**4 hours.** This session provides cadets with the opportunity to apply their knowledge and skills to role play situations involving domestic violence calls, and receive feedback on their performance from facilitators and other cadets.

**Session 11**

**2 hours.** This session reviews the paper documents submitted as part of the Module 6 occurrence. Cadets discuss and clarify

any issues arising from the peer review of the Module 6 PROS data. They are introduced to fraud and false pretence.

**Session 12**

**Reserved for future development.**

**Session 13**

**1 hour.** This session enables cadets to identify the next investigative steps with the domestic dispute scenario, and determine whether or not to release the suspect.

**Session 14**

**3 hours.** This session provides cadets with the opportunity to conduct suspect and witness interviews in role plays based on the domestic dispute scenario.

**Session 15**

**2 hours.** This session allows cadets to assess their performance and determine that it is important to review previous related occurrences when investigating incidents of domestic violence. They are also introduced to the offence of stalking.

**Session 16**

**2 hours.** This session enables cadets to conclude the domestic dispute scenario by examining what follow-up has been done and what other measures could be used to resolve the issues. They also work through a module from Domestic Violence, Not a Private Problem. The module covers: indicators of potential for violence against a spouse; investigative resources; danger signs to be recognized; data on domestic homicides; sections of the criminal code that apply; obtaining a warrant and making an arrest; and, the importance of keeping the victim informed. Cadets view and discuss the Prohibition Orders and Domestic portions of The Firearms Act and Criminal Code Amendments video.

**Session 17**

**2 hours.** This session provides cadets with the opportunity to hear presentations on groups vulnerable to abuse.



## Table of Appendices

<b>Appendix 1.1</b>	PROS Occurrence Address Data for Domestic Violence Occurrence ( <b>Sequence Critical</b> ) ( <b>print 1 copy, single sided</b> )
<b>Appendix 1.2</b>	PROS Victim Data for Domestic Violence Occurrence ( <b>Sequence Critical</b> ) ( <b>print 1 copy, single sided</b> )
<b>Appendix 1.3</b>	Prohibition Printout of Suspect ( <b>Sequence Critical</b> ) ( <b>print 1 copy, single sided</b> )
<b>Appendix 1.4</b>	CNI Printout of Suspect ( <b>Sequence Critical</b> ) ( <b>print 1 copy, single sided</b> )
<b>Appendix 1.5</b>	Risk Assessment Case Studies: Facilitator Background Information ( <b>Facilitator</b> )
<b>Appendix 1.6</b>	I Love You to Death
<b>Appendix 1.7</b>	Prohibition Order of Suspect ( <b>Sequence Critical</b> )
<b>Appendix 2.1</b>	RCMP Policy on Violence in Relationships
<b>Appendix 2.2</b>	RCMP Policy on Victim Services
<b>Appendix 2.3</b>	Victim Services Referral
<b>Appendix 6.1</b>	Weapons Exercise
<b>Appendix 7.1</b>	Person Cautions in PROS
<b>Appendix 8.1</b>	Search Warrant Questionnaire
<b>Appendix 8.2</b>	Scenarios on Grounds to Obtain a Search Warrant ( <b>Blue Room - 3 copies</b> )
<b>Appendix 8.3</b>	Scenario 1: Properly Completed Forms 1 and 5 ( <b>Sequence Critical</b> )
<b>Appendix 8.4</b>	Scenario 2: Properly Completed Forms 1 and 5 ( <b>Sequence Critical</b> )
<b>Appendix 8.5</b>	Scenario 3: Properly Completed Forms 1 and 5 ( <b>Sequence Critical</b> )
<b>Appendix 9.1</b>	Risk Assessment Case Study ( <b>Blue Room - 5 copies</b> )
<b>Appendix 9.2</b>	Sample Completed Form 2: Assault Causing Bodily Harm, Uttering Threats and Possession of a Firearm While Prohibited ( <b>Sequence Critical - English Only</b> )
<b>Appendix 10.1</b>	Crisis Intervention Scenarios ( <b>Blue Room - 1 copy</b> )
<b>Appendix 10.2</b>	Crisis Intervention Scenarios Learning Feedback Sheet
<b>Appendix 11.1</b>	Financial Crime
<b>Appendix 11.2</b>	Criterion Test - Financial Crime
<b>Appendix 11.3</b>	Financial Crime Scenarios
<b>Appendix 13.1</b>	Criminal Record of Suspect ( <b>Sequence Critical</b> ) ( <b>print 1 copy, single sided</b> )

<b>Appendix 14.1</b>	Role Play Guidelines for Interviews ( <b>Blue Room - 15 copies</b> )
<b>Appendix 14.2</b>	Victim Interview Plan
<b>Appendix 14.3</b>	Suspect Interview Plan
<b>Appendix 14.4</b>	Victim Interview Rubric
<b>Appendix 14.5</b>	Custodial Suspect Interview Rubric
<b>Appendix 14.6</b>	Victim Interview Rubric Assignment
<b>Appendix 14.7</b>	Suspect Interview Rubric Assignment
<b>Appendix 14.8</b>	Witness/Victim Interview Facilitator Checklist ( <b>print 32 copies</b> ) <b>(Facilitator)</b>
<b>Appendix 14.9</b>	Suspect Interview Facilitator Checklist ( <b>print 32 copies</b> ) <b>(Facilitator)</b>
<b>Appendix 15.1</b>	CBRN Pre-Course
<b>Appendix 15.2</b>	Criminal Harassment Exercise
<b>Appendix 15.3</b>	Stalking Behaviour
<b>Appendix 16.1</b>	Peace Bonds
<b>Forms</b>	Form 5 Warrant to Search Form 1 Information to Obtain a Search Warrant

**Sequence Critical** material must not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Blue Room** material is only to be provided to Applied Police Sciences for storage in the Blue Room.

## Module 8

# Facilitator Guide

<b>Purpose</b>	<b>To provide the cadets with the skills and knowledge necessary to ensure quality responses to incidents after the fact.</b>
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### Topics

- Fraud
- False Pretences
- Identity Theft/Fraud
- Credit Card Fraud
- Counterfeiting
- Abuse of Elderly Persons
- Warrant of Arrest
- Authorization to Enter Dwelling -House
- Non Custodial Interviews of Suspects
- Organized Crime

### Competencies

- Ethics and Professionalism (I.a)
- Service/client Orientation (I.c)
- Defining Problems (I.d)
- Communication Skills (I.e)
- Knowledge of Law and Policy (Ii.a)
- Information Gathering (Ii.b)
- Records Management (Ii.c)
- Inter-agency and Multi-disciplinary Cooperation (Iii.c)
- Consultation, Negotiation and Conflict Resolution (Iii.b)
- Planning and Coordination (Iii.d)
- Incident and Risk Management (Iv.a)
- Public and Police Safety (Iv.b)
- Decision Making (Iv.c)
- Crime Prevention/alternative to Enforcement Strategies (Iv.f)
- Victim Relations and Services (Iv.g)
- Monitoring and Contingency Planning (V.a)
- Incident Review and Self-evaluation (V.b)

### Methodology:

The cadet will use a combination of problem solving, research, panel presentation and discussion, multi-media modules, practical exercises, multi-media modules, text, IIM's and role plays.

**Time:** 15 Hours

- Session 1** 1 hour block - cadets are introduced to a scenario involving the financial abuse of an elderly couple. Cadets identify the issues/problem, clients, potential partners, and additional information required. Cadets review the legal obligations of a non custodial interview. They complete multi-media modules on the abuse of the elderly covering the common forms of abuse, the distinction between criminal and non-criminal elder abuse and the potential for partnerships and multi-disciplinary, inter-agency approaches in dealing with situations involving the elderly. **IIM on Warrant to Arrest** must be completed before session 6. Review **Community Profiling Information** for upcoming Staffing lecture and interviews. They are provided statements from the elderly victims.
- Session 2** 1 hour block - Guest speakers are invited to speak to cadets on issues related to the elderly including: elder abuse, Alzheimers disease and wandering, and difficulties of elderly immigrants adjusting to Canadian society.
- Session 3** 2 hour block - cadets participate in role plays in which they conduct a non custodial interview with the suspect in the module scenario.
- Session 4** 1 hour block - cadets review an IIM on fraud and related offenses, as well as research and practical scenarios on fraud and false pretences. ***IIM on fraud and false pretences must be completed for this session.***
- Session 5** 2 hour block - cadets review forms introduced in Module 7 & 8, and review Sec 810 of the Criminal Code. Cadets will learn how to add a BOLO to a PROS occurrence and to an entity as well as how to search for BOLO's. They will receive further information on the module scenario which will allow them to determine the next steps in the investigation.
- Session 6** 3 hour block - in this session cadets learn about warrants for arrest and authorizations to enter a dwelling house. They complete an exercise on warrants and authorizations to enter a dwelling house for arrest covering definition, legal framework, endorsements and



execution. ***IIM on warrant to arrest must be completed for this session.***

**Session 7**

3 hour block - cadets complete a Form 7.1 and the accompanying Information to Obtain. They complete a risk assessment for the module scenario and discuss release procedures appropriate to the scenario.

**Session 8**

1 Hour block- cadets are introduced to organized crime and its impact on Canadian society.

**Session 9**

1 Hour block - cadets assess how well the scenario was handled, applying the RCMP service standards. They brainstorm measures that could be taken to prevent a similar situation from recurring. ***An arrest warrant must be completed for the end of this session.***

## Table of Appendices and Forms

<b>Booklets</b>	“Abuse of Older Adults” & “Older Adults and the Law” ( <b>Blue Room</b> )
<b>Appendix 1.1</b>	Handout on Communicating with the Elderly
<b>Appendix 1.2</b>	I.I.M. on Police Powers -Warrant to Arrest
<b>Appendix 1.3</b>	Community Profiles Information
<b>Appendix 1.4</b>	I.I.M. on Police Powers - Warrant to Enter a Dwelling House
<b>Appendix 1.5</b>	Sample Completed Forms - Form 7, Form 7.1 and Information to Obtain
<b>Appendix 1.6</b>	Mr. Kovac Transcribed Statement ( <b>Sequence Critical</b> )
<b>Appendix 1.7</b>	Mrs. Kovac Transcribed Statement ( <b>Sequence Critical</b> )
<b>Appendix 1.8</b>	Cadet PROS Scenario Data - Fraud Occurrence ( <b>Sequence Critical</b> )
<b>Appendix 1.9</b>	Custodial Interview and Non-Custodial Interview ( <b>Sequence Critical</b> )
<b>Appendix 3.1</b>	Elder Abuse Role Play Guidelines ( <b>Blue Room</b> )
<b>Appendix 3.2</b>	Non Custodial Suspect Rubric
<b>Appendix 3.3</b>	Suspect Interview Plan
<b>Appendix 3.4</b>	Suspect Interview Facilitator Checklist ( <b>32 copies</b> ) ( <b>Facilitator</b> )
<b>Appendix 3.5</b>	CPIC Printout for Medlow ( <b>Sequence Critical</b> )
<b>Appendix 5.1</b>	Running Occurrence BOLO Reports
<b>Appendix 5.2</b>	Adding a BOLO to an Entity
<b>Appendix 5.3</b>	Signed Credit Card Application ( <b>Sequence Critical</b> )
<b>Appendix 5.4</b>	Last Will and Testament of Mrs. Kovac ( <b>Sequence Critical</b> )
<b>Appendix 5.5</b>	Credit Card Transactions ( <b>Sequence Critical</b> )
<b>Appendix 5.6</b>	Sample Completed Form 2: Credit Card Fraud ( <b>Sequence Critical</b> )
<b>Appendix 6.1</b>	Youth Criminal Justice Act. (Y.C.J.A.)
<b>Appendix 6.2</b>	Warrant of Arrest Exercise ( <b>Sequence Critical</b> )
<b>Appendix 6.3</b>	Investigative Detention ( <b>Sequence Critical</b> )
<b>Appendix 6.4</b>	Investigative Detention Scenarios ( <b>Sequence Critical</b> )
<b>Appendix 7.1</b>	Medlow's Custodial Suspect Transcribed Statement ( <b>Sequence Critical</b> )
<b>Appendix 7.2</b>	Cadet PROS Scenario Data - Fraud Occurrence ( <b>Sequence Critical</b> )
<b>Appendix 7.3</b>	Credit Card Seized From Medlow ( <b>Sequence Critical</b> ) (print 1 copy only, single sided only)

**Appendix 9.1** Peer Occurrence Review Guide - Fraud Occurrence  
**(Sequence Critical) (print 16 copies only, double-sided)**

**Forms:**

Blank Information to Obtain a Form 7 or 7.1 Warrant To Enter A Dwelling House To Arrest or Apprehend

Blank Warrants to Enter a Dwelling House (Form 7.1)

**Sequence Critical** material should not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Forms** - are existing blank RCMP forms which are printed for cadets to use.

**Blue Room** material is only to be provided to Applied Police Sciences for storage in the Blue Room.

# Module 9

## Facilitator Guide

<b>Purpose</b>	<b>To provide the cadets with the skills and knowledge necessary to ensure quality responses to incidents in progress.</b>
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### Topics

- Break and Enter and Commit an Indictable Offence
- Investigative Detention
- Crime Scene Photography and Evidence Gathering
- Youth Criminal Justice Act
- Charter of Rights and Freedoms
- Search and Seizure
- Possession of Break-in Instrument
- Possession of Property Obtained by Crime
- Extrajudicial Measures
- Conferences
- PROS
- Individual Learning Plans

### Competencies

- Ethics and Professionalism (I.A)
- Client Service/Orientation (I.C)
- Defining Problems (I.D)
- Communication Skills (I.E)
- Knowledge of Law and Policy (II.A)
- Information Gathering (II.B)
- Records Management (II.C)
- Crime Scene Investigation and Evidence Gathering (II.D)
- Conduct of Searches (II.E)
- Consultation, Negotiation and Conflict Resolution (III.B)
- Inter-agency and Multi-disciplinary Cooperation (III.C)
- Incident and Risk Management (IV.A)
- Public and Police Safety (IV.B)
- Decision-making (IV.C)
- Care and Handling, Arrest and Release of Suspects and Prisoners (IV.D)
- Crime Prevention/Alternative to Enforcement Strategies (IV.F)
- Monitoring and Contingency Planning (V.A)
- Incident Review and Self-evaluation (V.B)



**Methodology:** The cadet will use a combination of problem-solving, research, practical exercises, demonstration/performance, video, panel presentation and discussion.

**Total Time:** **28 hours**

**Session 1** **1 hour.** This session introduces a break and enter, a scenario involving an incident in progress. It enables cadets to identify the clients, define the problem on the basis of the initial information provided, and identify the knowledge and skills they require to proceed.

**Session 2** **2 hours.** This session provides cadets with the opportunity to review the Youth Criminal Justice Act (YCJA), as the scenario involves young persons.

**Session 3** **1 hour.** This session introduces investigative detention, the legal framework in which it can and should be used by police, as well as shows the connection to the Module 9 scenario.

**Session 4** **3 hours.** This session introduces the offence of break and enter, and other related offences. Cadets apply their knowledge in identifying such offences in scenarios.

**Session 5** **2 hours.** This session enables cadets to identify the next investigative steps in the break and enter scenario. They also complete a risk assessment at the approach stage and examine the legal requirements for taking a suspect interview from a young person.

**Session 6** **3 hours.** This session provides cadets with the opportunity to interview young persons in role plays based on the break and enter scenario. They conduct CPIC, CFRO and PROS checks, and then identify the next investigative steps in the scenario.

**Session 7** **1 hour.** This session reviews the paper documents submitted as part of the Module 7 occurrence. Cadets discuss and clarify any issues arising from the facilitator-marked Module 7 PROS data. Processes for setting up an alarm system and recording false alarms, and for using the occurrence activity log and audit log in PROS are outlined in an assignment.

**Session 8** **2 hours.** This session enables cadets to identify the next investigative steps in the break and enter scenario. It introduces the offence of possession of property obtained by crime. Cadets also determine whether or not grounds exist

to search residences in the break and enter scenario, and are assigned to complete a Form 1 (Information to Obtain a Search Warrant) and Form 5 (Warrant to Search) for a paper scenario.

- Session 9**                    **5 hours.** This session provides cadets with the opportunity to complete a risk assessment and search plan, and then conduct the search of a dwelling, bearing in mind issues of public and police safety. It also allows them to seize evidence and arrest, if warranted.
- Session 10**                **2 hours.** This session allows cadets to process the evidence gathered and determine whether or not to release the suspect, if one was arrested. It also introduces cadets to the appropriate procedures in dealing with young persons who commit crimes.
- Session 11**                **1 hour.** This session enables cadets to determine whether to implement extrajudicial sanctions or to charge the young persons, given additional information on the break and enter scenario.
- Session 12**                **2 hours.** This session provides cadets with the opportunity to participate in a community justice forum (CJF) role play based on an issue they commonly deal with in their troop and draw parallels to what would be experienced by the two suspects from the break and enter scenario in a similar forum.
- Session 13**                **2 hours.** This session allows cadets to attend a presentation by expert panellists on various aspects of the Youth Criminal Justice Act. Cadets assess their performance on this investigation by applying the RCMP Service Standards.
- Session 14**                **1 hour.** This session introduces cadets to individual learning plans and how they relate to career development and Bridging the Gap. It shows them how to use the Individual Learning Plan form on the Infoweb to create an individual learning plan in the field, and provides them with the opportunity to complete an individual learning plan.
- PAT Intro**                **1 hour.** This session introduces, the Police Access Tool (PAT), to cadets. Cadets will log in and follow the demonstration of creating and editing occurrences in the system. The knowledge and skills acquired will be applied when they are required to enter data into PAT for 2<sup>nd</sup> detachments.

## Table of Appendices

<b>Appendix 1.1</b>	PROS Scenario Data for Break Enter and Theft Occurrence - Part 1 ( <b>Sequence Critical - 1 copy, double-sided</b> )
<b>Appendix 1.2</b>	PROS Scenario Data for Break Enter and Theft Occurrence - Facilitator Only ( <b>Facilitator</b> )
<b>Appendix 1.3</b>	Youth Criminal Justice Act Suspect Interview Guidelines
<b>Appendix 1.4</b>	Module 9 Search Warrant Grid ( <b>Facilitator</b> )
<b>Appendix 1.5</b>	Module 9 Search Warrant Cadet Role Play Assignments ( <b>Facilitator</b> )
<b>Appendix 1.6</b>	Sample Completed Form 2: Break and Enter and Possession of property obtained by crime ( <b>Sequence Critical-English Only</b> )
<b>Appendix 1.7</b>	Search and Seizure
<b>Appendix 1.8</b>	The Beat: Community Patrol - Episode 1 ( <b>Sequence Critical</b> )
<b>Appendix 1.9</b>	The Beat: Community Patrol - Episode 2 ( <b>Sequence Critical</b> )
<b>Appendix 3.1</b>	Investigative Detention Scenarios Answers ( <b>Sequence Critical</b> )
<b>Appendix 3.2</b>	Investigative Detention Review ( <b>Sequence Critical</b> )
<b>Appendix 3.3</b>	Investigative Detention Identity Question ( <b>Facilitator only</b> )
<b>Appendix 4.1</b>	Break and Enter and Similar Offences Exercise
<b>Appendix 5.1</b>	Young Person's Suspect Interview Template
<b>Appendix 6.1</b>	CPIC Printout of Eric ( <b>Sequence Critical - 4 copies</b> )
<b>Appendix 6.2</b>	Criminal Record of Eric ( <b>Sequence Critical - 4 copies</b> )
<b>Appendix 6.3</b>	Role Play Guidelines for Interviewing ( <b>Blue Room - 15 copies</b> )
<b>Appendix 6.4</b>	PROS Scenario Data for Break Enter and Theft Occurrence - Part 2 ( <b>Sequence Critical - 1 copy, double-sided</b> )
<b>Appendix 6.5</b>	Restorative Justice: Recommitting to Peace and Safety (Pamphlet and Map)
<b>Appendix 6.6</b>	Young Person Suspect Interview Rubric
<b>Appendix 6.7</b>	Young Person Suspect Interview Rubric ( <b>Facilitator only</b> ) ( <b>32 copies</b> )
<b>Appendix 6.8</b>	Suspect Interview Facilitator Checklist ( <b>32 copies</b> ) ( <b>Facilitator</b> )



<b>Appendix 6.9</b>	Suspect Interview Plan
<b>Appendix 7.1</b>	PROS: Set up Alarm System and Record False Alarm and View Occurrence Activity and Audit Logs ( <b>Sequence Critical - 32 copies, double-sided</b> )
<b>Appendix 8.1</b>	CPIC/PROS Printouts of Marc and Mohmood ( <b>Sequence Critical - 4 copies, double-sided</b> )
<b>Appendix 8.2</b>	Search Warrant Scenario
<b>Appendix 8.3</b>	Instruction Sheet for Search Warrant Scenario
<b>Appendix 8.4</b>	Properly Completed Information to Obtain a Search Warrant ( <b>Sequence Critical</b> )
<b>Appendix 8.5</b>	Properly Completed Search Warrant ( <b>Sequence Critical</b> )
<b>Appendix 9.1</b>	Blank Search Warrant ( <b>Sequence Critical - 8 copies, double-sided</b> )
<b>Appendix 9.2</b>	Search Role Play Guidelines ( <b>Blue Room - 8 copies</b> )
<b>Appendix 10.1</b>	Criminal Driving Offences Questionnaire
<b>Appendix 10.2</b>	Impaired Driving Offences Questionnaire
<b>Appendix 10.3</b>	Drug Evaluation and Classification of Drugs and Their Indicators
<b>Appendix 10.4</b>	Impaired Driving Investigations
<b>Appendix 12.1</b>	Community Justice Forum Role Play - Facilitator's Script ( <b>Facilitator</b> )
<b>Appendix 14.1</b>	Form 2510e- Member Sample Individual Development Plan
<b>Appendix 14.2</b>	Form 2510e- Cadet Sample Individual Development Plan
<b>Appendix 14.3</b>	A Guide to Creating an Individual Development/Learning Plan
<b>Forms</b>	Notice to Parent
<b>Appendix "A"</b>	Pros Complainant/Suspect Data for PAT Scenario ( <b>Sequence Critical - 1 copy only, single-sided</b> )
<b>Appendix "B"</b>	Lesson Plan Continued – PAT Scenario Instructions ( <b>Sequence Critical - 32 copies, double-sided</b> )



**Sequence Critical** material must not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Blue Room** material is only to be provided to Applied Police Sciences for storage in the Blue Room.

# Module 10

## Facilitator Guide

<p><b>Purpose</b></p>	<p>To provide the cadets with the skills and knowledge necessary to ensure quality responses to incidents after the fact.</p>
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### Topics

- Impaired Driving
- Driving Offences
- Suicide
- Notification of next of Kin
- Autopsy
- Cell Block Death
- Stress Management
- Alcoholism
- Major Crime Scene Management
- Occupational Health and Safety
- Forms for impaired driving occurrences
- Street Checks on PROS

### Competencies

- Ethics, Professionalism and Integrity (I.A)
- Client Service/orientation (I.C)
- Defining Problems (I.D)
- Communication Skills (I.E)
- Knowledge of Law, Policy and Procedures (II.A)
- Information Gathering (II.B)
- Records Management (II.C)
- Team Building and Facilitation (III.A)
- Inter-agency and Multi-disciplinary Cooperation (III.C)
- Planning and Coordination (III.D)
- Incident and Risk Management (IV.A)
- Public and Police Safety (IV.B)
- Crime Scene Evidence Gathering (II.B)
- Conduct of Searches (II.E)
- Decision Making (IV.C)
- Care and Handling, Arrest and Release of Suspects and Prisoners (IV.D)
- Victim Relations and Services (IV.G)
- Police Defensive Tactics (IV.H)
- Fitness and Lifestyle (IV.HE)
- Monitoring and Contingency Planning (V.A)
- Incident Review and Self-evaluation (V.B)

### Methodology:

The cadet will use a combination of problem solving, performance demonstration, research, videos, presentations by experts, practical exercises and role play (**simulation**).

**Total Time: 22 Hours**

**Session 1**

**1 hour block** - Cadets are introduced to Part I of an impaired driving scenario. Using the CAPRA model, they identify clients and expectations, as well as information that is required. They assess risk in relation to the scenario. Facilitators begin preparing for Session 3 Role Plays.

**Session 2**

**4 hour block** - Cadets are given feedback on the criminal driving and impaired offences exercises they completed outside the regular classroom hours. In the exercises cadets located and interpreted driving offences and impaired driving offences. They completed an exercise involving the analysis of scenario situations to determine the offence committed.

**Session 3**

**6 hour block** (3 & 3 hour sessions) - Cadets are provided the opportunity to participate in impaired driving role plays. The facilitators monitor the simulations and provide immediate feedback.

**Session 4**

**1 hour block** - Cadets review Part II of the scenario and using the CAPRA model, they apply what they learned about suicidal individuals to deciding how to deal with the suspect in the module scenario. They then discuss what steps they would take with the suspect once he sobered up. Cadets learn that sudden deaths should be treated as homicides. Cadets are referred to a video on autopsy.

**Session 5**

**4 hour block** - An expert on the subject of suicide makes a presentation to cadets which covers facts and myths about suicide, at risk populations, indicators of potential for suicide, risk assessment, suicide intervention strategies, debriefing survivors, potential partners and suicide prevention within detention facilities. Cadets complete written exercises, explore their feelings and attitudes toward suicide, watch a video and discuss their concerns with regard to the video, their readings and any experience they have had with suicidal individuals with the expert. Using a scenario, cadets do a risk assessment and learn about a strategy for intervention. One cadet in the troop assists in a role play about a high risk suicide situation and all discuss what unfolded. Finally cadets discuss suicide prevention in detention facilities.

**Session 6**

**3 hour block** - Cadets are provided Part III of the module scenario. Cadets discuss what they should know about interacting with inebriated persons in their role as police officers. They learn what to do in the case of a death notification. Using CAPRA, the cadets generate the information required to deal with a notifying next of kin. They discuss how to plan the communication and appropriate and inappropriate behaviours. They are cautioned about potential emotional responses that they may encounter. They then discuss the importance of follow-up.

**Session 7**

**2 hour block** - File review, review of new forms and hands-on practice entering forms C-240, C-256 and Tow Report onto a PROS occurrence. Cadets review their performance on the file applying the RCMP service standards. They look once again at the need for follow up with all clients. They discuss referrals to support agencies.

**Session 8**

**1 hour block** - An expert resource presents on the topic of alcoholism or problem gambling, its symptoms, related behaviours, treatment, and support programs are discussed.



## Table of Appendices and Forms

<b>Appendix 1.1</b>	Understanding Depression and Suicide Handout
<b>Appendix 1.2</b>	Certificate of Analyses - Intoxilizer Sample
<b>Appendix 1.3</b>	Notice of Intention Under Section 727 (1) (Sample)
<b>Appendix 1.4</b>	Suicide in the RCMP Handout
<b>Appendix 1.5</b>	Impaired Role Play Worksheet
<b>Appendix 1.6</b>	Drug Evaluation and Classification of Drugs and Their Indicators
<b>Appendix 2.1</b>	Learning Feedback Sheet Motor Vehicle Offence (2 for each cadet)
<b>Appendix 2.2</b>	Order of Breath Demand for Arrest and for Detention Purposes
<b>Appendix 2.3</b>	Sample Completed Form 2: Operating while impaired, Over .08 mgs, Refusal ( <b>Sequence Critical- English Only</b> )
<b>Appendix 2.4</b>	Drug Impairment Demands ( <b>Sequence Critical</b> )
<b>Appendix 3.1</b>	Scenarios for Motor Vehicle Offence ( <b>Blue Room - 6 copies</b> )
<b>Appendix 4.1</b>	DNA Study Guide
<b>Appendix 4.2</b>	Criminal Code Legislation Relating to DNA Collection
<b>Appendix 4.3</b>	Instructions for DNA Endorsement Procedures
<b>Appendix 5.1</b>	Facts and Myths Questionnaire ( <b>Sequence Critical</b> )
<b>Appendix 5.2</b>	Warning Signs of Suicidal Behaviour ( <b>Sequence Critical</b> )
<b>Appendix 6.1</b>	Next of Kin Notification Role Plays ( <b>Blue Room - 3 copies</b> )
<b>Appendix 6.2</b>	Next of Kin Handout
<b>Appendix 6.3</b>	In Memoriam
<b>Appendix 6.4</b>	Death has Different Cultural Meanings
<b>Appendix 6.5</b>	Written Interview Guide ( <b>Sequence Critical</b> )
<b>Appendix 7.1</b>	C-240 and Vehicle Tow Report PROS Exercises
<b>Appendix 7.2</b>	Completing a C-256 on PROS
<b>Appendix 7.3</b>	Completing a Street Check on PROS

**Forms**

Certificate of Analyses (blank) (**Sequence Critical**)

Notice of Intention Under Section 727 (1) (blank)

C-240

C-256

**Sequence Critical** material must not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Blue Room** material is only to be provided to Applied Police Sciences for storage in the Blue Room.

# Module 11

## Facilitator Guide

<b>Purpose</b>	<b>To provide the cadets with the skills and knowledge necessary to ensure quality responses to incidents after the fact.</b>
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<b>Topics</b>	<b>Competencies</b>
<ul style="list-style-type: none"> <li>- Bio-hazards</li> <li>- DNA</li> <li>- Major Crime Scene Management</li> <li>- ViCLAS</li> <li>- Forensic Lab</li> <li>- Victim Services</li> <li>- PROS</li> <li>- Written Interviews</li> <li>- Media</li> </ul>	<ul style="list-style-type: none"> <li>- Ethics, Professionalism and Integrity (I.A)</li> <li>- Client Service/Orientation (I.C)</li> <li>- Defining Problems (I.D)</li> <li>- Communication Skills (I.E)</li> <li>- Knowledge of Law, Policy and Procedures (II.A)</li> <li>- Information Gathering (II.B)</li> <li>- Records Management (II.C)</li> <li>- Team Building and Facilitation (III.A)</li> <li>- Inter-agency and Multi-disciplinary Cooperation (III.C)</li> <li>- Planning and Coordination (III.D)</li> <li>- Incident and Risk Management (IV.A)</li> <li>- Public and Police Safety (IV.B)</li> <li>- Crime Scene Evidence Gathering (II.D)</li> <li>- Conduct of Searches (II.E)</li> <li>- Decision-making (IV.C)</li> <li>- Care and Handling, Arrest and Release of Suspects and Prisoners (IV.D)</li> <li>- Victim Relations and Services (IV.G)</li> <li>- Police Defensive Tactics (IV.H.d)</li> <li>- Fitness and Lifestyle (IV.H.e)</li> <li>- Monitoring and Contingency Planning (V.A)</li> <li>- Incident Review and Self-evaluation (V.B)</li> </ul>

<b>Methodology:</b>	The cadet will use a combination of problem-solving, demonstration/performance, research, videos, presentations by experts, practical exercises and role plays (simulations).
<b>Total Time:</b>	<b>22 hours</b>
<b>Session 1</b>	<b>2 hours</b> This session enables cadets to apply the CAPRA problem-solving model and a risk assessment at the entry stage to a major crime scene scenario. It also introduces the procedures for protecting a major crime scene.
<b>Session 2</b>	<b>1 hour</b> This session introduces cadets to the risks associated with biological hazards, which include blood borne and airborne pathogens. It also introduces proper protection for preventing exposure.
<b>Session 3</b>	<b>8 hours (2-4 hour blocks)</b> This session provides cadets with the opportunity to apply the skills and knowledge they have gained thus far to two five-stage role plays involving a sexual assault and sudden death.
<b>Session 4</b>	<b>3 hours</b> This session introduces cadets to both the legislative basis and the practical aspect of obtaining bodily substances for the DNA analysis of suspects and those who are convicted of designated offences for inclusion in the National DNA Databank.
<b>Session 5</b>	<b>1 hour</b> This session introduces cadets to the forensic laboratory. Based on the major crime scene investigation, cadets also identify the information needed to complete a C-414, sections of the forensic laboratory which will analyze the exhibits noted on the C-414, expectations in general terms of what the analysis by each section of the forensic laboratory will prove in this investigation, and the procedures for properly sealing, packing and labelling the exhibits to be sent to the forensic laboratory.
<b>Session 6</b>	<b>1 hour</b> This session introduces cadets to the Violent Crime Linkage Analysis System (ViCLAS). Based on the major crime scene investigation, cadets complete a ViCLAS book online.
<b>Session 7</b>	<b>1 hour</b> This session provides cadets with the



opportunity to engage in a presentation by Victim Services, an external partner whose role is to assist victims of crime.

**Session 8**

**2 hours** This session allows cadets to review the Module 10 occurrence. Cadets are also introduced to tasking outside a unit or across a domain, linking related occurrences, saving and running searches, and the CPIC man in PROS. Cadets review the expectations for written interviews.

**Session 9**

**2 hours** This session introduces cadets to the media - an external partner who can assist in an investigation. Cadets also prepare a basic media release.

**Session 10**

**2 hours** This session allows cadets to correct their ViCLAS books. Cadets assess their performance on this investigation by applying the RCMP Service Standards.

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<b>Appendix 5.1</b>	Exhibits Seized from Ed at the Autopsy ( <b>Sequence Critical</b> )
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<b>Appendix 9.1</b>	Media Release Exercise
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<b>Appendix 9.3</b>	Answers to Media Relations Research Questionnaire ( <b>Sequence Critical</b> )

**Appendix 10.1**

Common ViCLAS Problems (**Sequence Critical**)

**Sequence Critical** material must not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Blue Room** material is only to be provided to Applied Police Sciences for storage in the Blue Room.



# Module 12

## Facilitator Guide

<b>Purpose</b>	<b>To provide the cadets with the skills and knowledge necessary to ensure quality responses to incidents in progress.</b>
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### Topics

- Controlled Drugs and Substances Act
- Incident Management/ Intervention Model
- Occupational Health and Safety
- Marihuana Grow Operations and Chemical Clandestine Laboratories
- First Responder Steps
- PROS
- Fentanyl/Naloxone

### Competencies

- Ethics and Professionalism (I.A)
- Client Service/Orientation (I.C)
- Dress, Cleanliness, Deportment (I.B)
- Defining Problems (I.D)
- Communication Skills (I.E)
- Knowledge of Law Policy and Procedures (II.A)
- Information Gathering (II.B)
- Records Management (II.C)
- Crime Scene Investigation and Evidence Gathering (II.D)
- Conduct of Searches (II.E)
- Inter-agency and Multi-disciplinary Cooperation (III.C)
- Consultation, Negotiation and Conflict Resolution (III.B)
- Planning and Coordination (III.D)
- Incident and Risk Management (IV.A)
- Public and Police Safety (IV.B)
- Decision Making (IV.C)
- Care and Handling, Arrest and Release, Suspects and Prisoners (IV.D)
- Crime Prevention/Alternative to Enforcement Strategies (IV.F)
- Monitoring and Contingency Planning (V.A)
- Incident Review and Self-evaluation (V.B)

### **Methodology:**

The cadet will use a combination of problem solving, individualized instruction modules, online learning material, research, practical exercises, role plays, demonstration/performance and discussion.

<b>Total Time:</b>	<b>20 hours</b>
<b>Session 1</b>	<b>3 hours.</b> This session introduces controlled substances-related offences through a scenario involving an incident in progress. It enables cadets to define the problem on the basis of the initial information provided, as well as identify the clients and their expectations, potential partners and additional information. Cadets research common offences and search and seizure under the Controlled Drugs and Substances Act (CDSA). They also review commonly used drugs.
<b>Session 2</b>	<b>1 hour.</b> This session introduces the role of the Occupational Health and Safety Officer, and the RCMP's and a police officer's responsibilities for health and safety in the workplace.
<b>Session 3</b>	<b>3 hours.</b> This session provides cadets with the opportunity to apply their knowledge of the CDSA scenario including safe handling of highly toxic substances by participating in two role plays which are a continuation of the module scenario. They also conduct an information gathering and en route risk assessment based on the first part of the module scenario, plus a risk assessment at the scene for each of the role plays.
<b>Session 4</b>	<b>3 hours.</b> This session is a continuation of Session 3. Cadets also review search and seizure under the CDSA, and powers of release.
<b>Session 5</b>	<b>2 hours.</b> This session enables cadets to interview the suspects, one of whom is a young person, in the role plays.
<b>Session 6</b>	<b>2 hours.</b> This session introduces human sources on the basis of information gathered from the interviews by the adult suspect. Cadets are also introduced to Special Projects in PROS.
<b>Session 7</b>	<b>1 hour.</b> This session allows cadets to properly handle controlled substances exhibits. They complete Form HC/SC 3515, Exhibit Label Form HC/SC 4257, and a Notice of Intention to Produce after receiving a Certificate of Analyst. Cadets also determine what, if any, charges to proceed with based on the investigation thus far.
<b>Session 8</b>	<b>1 hour.</b> This session reviews the indicators and hazards of marihuana grow operations, chemical clandestine laboratories, Fentanyl overdoses or unintentional exposures based on the online learning material provided. Cadets are also introduced to the steps that they must take as a first responder when they come across a marihuana grow operation , chemical clandestine laboratory, and a Fentanyl overdose or unintentional exposure in the course of their regular duties.

**Session 9**

**2 hours.** This session provides cadets with the opportunity to tour a mock marihuana grow operation and clandestine methamphetamine laboratory to reinforce the knowledge and skills presented in Session 8. They are also introduced to Police Dog Services and the types of assistance PDS can provide.

**Session 10**

**1 hour.** This session enables cadets to fit the information they gathered as a front-line investigator into the Criminal Operations Model on a Divisional and Detachment level. They explore options for getting the community involved in developing proactive strategies to address the continuing concerns about drug use in the neighbourhood. Cadets also assess their performance on this investigation by applying the RCMP Service Standards.

**Session 11**

**1 hour.** This session allows cadets to review their major crime scene occurrence from Module 11, as well as new forms introduced in this module.



## Table of Appendices and Forms

<b>Appendix 1.1</b>	Controlled Drugs and Substances Act Exercise ( <b>Sequence Critical</b> )
<b>Appendix 1.2</b>	Answer Key for Controlled Drugs and Substances Act Exercise ( <b>Facilitator</b> )
<b>Appendix 1.3</b>	Human Source Handout
<b>Appendix 1.4</b>	Ops Model
<b>Appendix 1.5</b>	Sample Completed Form 2: Possession of a Controlled Substance and Trafficking of a Controlled Substance ( <b>Sequence Critical - English Only</b> )
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<b>Appendix 1.7</b>	Guide – Missing Persons Agora National Course
<b>Appendix 2.1</b>	OH&S Incident
<b>Appendix 3.1</b>	Role Play Guidelines for Controlled Substances Investigation ( <b>Blue Room - 5 copies, single-sided</b> )
<b>Appendix 3.2</b>	Controlled Substances Learning Feedback Sheet
<b>Appendix 5.1</b>	Interview Role Play Guidelines for the Controlled Drugs and Substances Act ( <b>Blue Room - 5 copies, single-sided</b> )
<b>Appendix 5.2</b>	Suspect Interview Plan
<b>Appendix 5.3</b>	Young Person’s Suspect Interview Template
<b>Appendix 5.4</b>	Suspect Interview Rubric Assignment ( <b>Sequence Critical</b> )
<b>Appendix 5.5</b>	Suspect Interview Facilitator Checklist ( <b>Facilitator</b> ) ( <b>32 copies</b> )
<b>Appendix 5.6</b>	Custodial Young Person Suspect Interview Rubric ( <b>Facilitator</b> ) ( <b>24 copies</b> )
<b>Appendix 5.7</b>	Custodial Suspect Interview Rubric ( <b>Facilitator</b> ) ( <b>24 copies</b> )
<b>Appendix 5.8</b>	Non-Custodial Young Person Suspect Interview Rubric ( <b>Facilitator</b> ) ( <b>8 copies</b> )
<b>Appendix 5.9</b>	Non-Custodial Suspect Interview Rubric ( <b>Facilitator</b> ) ( <b>8 copies</b> )
<b>Appendix 6.1</b>	Human Source Exercise ( <b>Sequence Critical</b> )
<b>Appendix 7.1</b>	Properly Completed Form HC/SC 3515
<b>Appendix 7.2</b>	Certificate of Analyst
<b>Appendix 7.3</b>	Notice of Intention to Produce (Completed and Blank)
<b>Appendix 7.4</b>	Drug Evaluation Report ( <b>Sequence Critical</b> )
<b>Appendix 7.5</b>	Properly Completed Exhibit Label - Form HC/SC 4257
<b>Appendix 7.6</b>	Drug Analysis Service Client Manual
<b>Appendix 9.1</b>	Viewing Guide for the Police Dog Services Video
<b>Appendix 9.2</b>	Answer Key for Viewing Guide for the Police Dog Services Video ( <b>Facilitator</b> )



**Forms**

HC/SC 3515  
Drug Evaluation Report  
Exhibit label HC/SC 4257 (blank form)

**Sequence Critical** material must not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Blue Room** material is only to be provided to Applied Police Sciences for storage in the Blue Room.

# Module 13

## Facilitator Guide

<b>Purpose</b>	To provide the cadets with the skills and knowledge necessary to ensure quality responses to community requests for service.
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### Topics

- Missing Persons Investigations
- Missing Persons Policy
- Best Practices for Investigating Missing Persons from Vulnerable Populations
- Kairos Blanket Exercise
  - Historical and Present day relationship between Indigenous and Non-Indigenous Canadians
  - Colonization
  - Creation of Reserves
  - Indian Residential Schools
  - 60's scoop
  - Passing of Indian Act
- Native values and way of life
- Truth and Reconciliation
- Legal Articulation
- Canadian Charter of Rights and Freedoms
- IMIM

### Competencies

- Ethics and Professionalism (I.A)
- Client/orientation (I.C)
- Defining Problems (I.E)
- Communication Skills (I.E)
- Knowledge of Law, Policy and Procedure (II.A)
- Information Gathering (II.B)
- Incident Review and Self-evaluation (V.B)
- Consultation, Negotiation and Conflict Resolution (III.B)
- Inter-agency, Multidisciplinary Cooperation (III.C)
- Decision Making (IV.C)
- Victim Relations and Services (IV.G)

### Methodology:

The cadet will use a combination of problem solving, video, research, practical exercises, guest speaker, discussion and action planning and role play.

**Total Time:**

**13 hours**

**Session 1**

**1 hour.** Cadets are introduced to an online module scenario involving a request for service to locate a missing person. Based on initial information provided, cadets identify the problem, the clients, their expectations, potential partners and additional information required.

**Session 2**

**3 hours.** Cadets experience the Kairos Blanket exercise with a local Elder from an Indigenous community. They learn about the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada.

**Session 3**

**2 hours.** Cadets learn about the significance of Truth and Reconciliation and how it influences policing today. They review their roles and responsibilities as per National Operational Policy on missing person's investigations. The Missing and Murdered Indigenous Women and Girls Inquiry is discussed.

**Session 4**

**2 hours.** Based on tabletop scenarios that simulate field experiences, cadets will provide both verbal and written responses by applying the principles and terminology of the IMIM and the law.

**Session 5**

**2 hours** Cadets continue their investigation into a complaint of a missing person. They apply CAPRA while continually using the National Operational Policy on Missing Persons during this investigation.

**Session 6**

**2 hours** Cadet apply CAPRA to various scenarios involving missing persons from vulnerable populations. They use Form 6473 and National Policy to consider the risk to the missing person and identify whether the missing person is identified as high risk and/or in a high risk lifestyle.

**Session 7**

**1 hour** Cadets review their completed 6473 from the missing person investigation. They assess their performance in the module scenario, applying RCMP service standards. Cadets explore steps they can take to address the ongoing issue of bullying that is occurring in their scenario. This is done through discussion and review of the Operational Manual on Cyberbullying and sections of the

Criminal Code which may be related to the module scenario.



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<b>Appendix 1.2</b>	Checklist for Missing Persons Investigations
<b>Appendix 1.3</b>	CAPRA Worksheet
<b>Appendix 1.4</b>	Tombstone Data ( <b>Sequence Critical</b> )
<b>Appendix 3.1</b>	Truth and Reconciliation
<b>Appendix 4.1</b>	Scenario Questions ( <b>3 sets per cadet, double sided, stapled</b> )
<b>Appendix 4.2</b>	Group Presentation Assessment ( <b>Facilitator</b> )
<b>Appendix 4.3</b>	Verbal Articulation Assessment ( <b>Facilitator</b> )
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<b>Appendix 4.6</b>	Learning Assistance ( <b>Facilitator</b> - if applicable)
<b>Appendix 5.1</b>	Missing Person Investigation Script ( <b>Blue Room – 3 copies</b> )
<b>Appendix 6.1</b>	Introduction to the PROS Case File
<b>Appendix 6.2</b>	PROS Court Documents
<b>Appendix 6.3</b>	Other Federal Statutes Resource Material
<b>Appendix 6.4</b>	Federal Statutes Review
<b>Appendix 6.5</b>	Best Practices for Vulnerable Populations
<b>Appendix 6.6</b>	Vulnerable Populations Scenarios ( <b>Blue room – 10 copies</b> )
<b>Appendix 7.1</b>	Completed 6473 ( <b>Sequence Critical</b> )

**Sequence Critical** material should not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Blue Room** material is only to be provided to Applied Police Sciences for storage in the Blue Room.

## Module 14 Facilitator Guide

<b>Purpose</b>	<b>To provide cadets with the skills and knowledge to be able to problem solve situations before they turn violent.</b>
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### Topics

- Suicide by Cop
- Mental Health Crises
- Emotionally Disturbed Persons
- Crisis Intervention De-escalation Techniques
- Excited Delirium Syndrome (ExDS)
- Mental Health Acts
- Saskatchewan Mental Health Services Act
- R2MR
- Field Coaching Program
- National Operational Policy 19.7 – Mentally Ill Persons/Prisoners

### Competencies

- Ethics and Professionalism (I.A)
- Client Service/Orientation (I.C)
- Dress, Cleanliness, Deportment (I.B)
- Defining Problems (I.D)
- Communication Skills (I.E)
- Knowledge of Law, Policy and Procedures (II.A)
- Information Gathering (II.B)
- Inter-agency and Multi-disciplinary Cooperation (III.C)
- Consultation, Negotiation and Conflict Resolution (III.B)
- Incident and Risk Management (IV.A)
- Public and Police Safety (IV.B)
- Decision-making (IV.C)
- Care and Handling, Arrest and Release, Suspects and Prisoners (IV.D)
- Crime Prevention/Alternative to Enforcement Strategies (IV.F)
- Monitoring and Contingency Planning (V.A)
- Incident Review and Self-evaluation (V.B)

**Methodology:** The cadet will use a combination of problem-solving, practical exercises, scenarios, role plays, research, videos, discussion, panel discussions, presentation and demonstration/performance.

**Total Time:** 12 hours

**Session 1** 1 hour. In this session cadets apply CAPra and a Risk Assessment to a call for service involving a mental health crisis. Suicide by Cop, mental illness and emotionally disturbed persons are discussed with the cadets.

**Session 2** 2 hours. In the first part of this session, cadets listen to a presentation given by outside resources about mental health disorders. The presenter will share their personal experiences when dealing with police during mental health crises. In the second part of the session, cadets review what they learned on the Crisis Intervention De-escalation (CID) National Agora course.

**Session 3** 1 hour. This session introduces cadets to Excited Delirium Syndrome (ExDS). Cadets are encouraged to focus on the situational factors surrounding this acute stage of distress and the realization of its medical emergency status.

**Session 4** 1 hour. In this session, cadets discuss a response to their initial dispatch of a person in crisis received during Session 1. Their response considerations will be done while applying the techniques they learned on the Crisis Intervention De-escalation (CID) course. Cadets review operational policy, mental health acts and the Saskatchewan Mental Health Services Act.

**Session 5** 2 hours. This session provides cadets the opportunity to apply techniques learned from the crisis intervention de-escalation course while responding to an individual experiencing a mental health crisis. This session is delivered by the Simulator Training Unit.

**Session 6** 1 hour. In this session cadets assess their response to a mental health crisis. Cadets have an opportunity to apply their R2MR training to a scenario.

**Session 7**

**1 hour.** This session introduces cadets to the Field Coaching Program. Cadets do presentations on the FCP as assigned in Session 1 of this module.

**Final Detach. Practice**

**3 hours.** In the first hour of this session, cadets will view a video-based example of a best practice Final Detachment scenario in preparation for Final Detachment testing. The video will be paused at various points for class discussion and questions. As they view, they will take notes based on information gathered from the lead cadet's perspective. Notebooks will be peer-assessed at the conclusion of the video. In the last half of the session, Final Detachment assessment procedures will be reviewed in class. Cadets will role play the CAPRA articulation in groups. This debriefing exercise is an extension of the Final Detachment video and responses should be based on information gathered from the video. At the end of the debrief exercise, opportunities for feedback will be provided. Roles and responsibilities for practice detachments will be introduced at the end of the session.



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<b>Appendix 1.4</b>	Field Coaching Program Research Assignment
<b>Appendix 1.5</b>	Acknowledgement of Professional Responsibilities in the RCMP (Print by Facilitator as Needed)
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<b>Appendix 5.2</b>	Simulator Rotation Guide <b>(Facilitator)</b>
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<b>Appendix A</b>	CAPRA Articulation Form <b>(Sequence Critical) (Double-sided)</b>
<b>Appendix B</b>	Final Detachment Cadet Evaluation Form <b>(Sequence Critical) (Double-sided)</b>
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<b>Appendix D</b>	Final Detachment Scenario Practice Schedule Example <b>(Facilitator)</b>
<b>Appendix E</b>	Final Detachment Practice and Final Detachment Scenarios Disclosure Form <b>(Sequence Critical)</b>

# Module 15

## Facilitator Guide

<b>Purpose</b>	<b>To provide the cadet with the skills and knowledge to provide testimony in court in a professional manner.</b>
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### Topics

- Kinds of Courts
- Court Brief
- Criminal Court Testimony.
- PROS
- Parole
- DSSR
- RCMP Act
- Terrorism
- Federal Statutes

### Competencies

- Ethics, Professionalism and Integrity (I.A)
- Dress, Cleanliness and Deportment (I.B)
- Client Service/Orientation (I.C)
- Defining Problems (I.D)
- Communication Skills (I.E)
- Knowledge of Law, Policy and Procedures (II.A)
- Information Gathering (II.B)
- Records Management (II.C)
- Team Building and Facilitation (III.A)
- Consultation, Negotiation and Inter-agency and Multi-disciplinary
- Decision Making (IV.C)
- Testimony in Court (IV.E)
- Incident Review and Self-evaluation (V.B)

### Methodology:

The cadet will use a combination of problem solving, research, practical exercises, role plays, readings, panel presentation and discussion.

**Total Time:**

**15 hours**

**Session 1**

**1 hour.** This session enables cadets to apply the CAPRA problem-solving model to a scenario on testimony in court. It also allows them to review types of court and court jurisdiction.

**Session 2**

**1 hour.** This session provides cadets with the opportunity to visit the mock courtroom and discuss their readings on court demeanour. Cadets are shown where the key players would sit in the courtroom, rotate through the seating locations and are questioned on the roles of the different players. They also role play the “swearing in” process.

**Session 3**

**1 hour.** This session allows cadets to discuss the preparation of Court Briefs. Based on one of their previous investigations, they prepare a Court Brief.

**Session 4**

**7 hours.** The first part of this session introduces sentencing circles. Then the troop is divided in half. In the first three-hour block, the first group attends the Depot Courtroom to present their testimony in a mock trial, while the second group reviews PROS material, writes the PROS Certification Exam and completes the Program Survey. In the next three-hour block, the two groups switch places.

**Session 5**

**1 hour.** This session provides cadets with the opportunity to engage in a presentation by an expert in parole, who discusses his/her role in sentencing and follow-up.

**Session 6**

**2 hours.** This session introduces the DSRR Program and the RCMP Act.

**Session 7**

**2 hours.** In the first part of this session cadets define terrorist activity and terrorist group and research the Criminal Code to find applicable terrorism sections. The second part of this session introduces the Customs Act, Immigration and Refugee Protection Act, Migratory Birds Convention Act, Access to Information Act and Privacy Act. Cadets respond to a number of scenario situations on the basis of their understanding of these Acts and correct their responses against those provided.

## Table of Appendices

<b>Appendix 1.1</b>	Police Witness - Courtroom Demeanour
<b>Appendix 1.2</b>	Court/Case Briefs
<b>Appendix 3.1</b>	Court Brief Learning Feedback Check Sheet
<b>Appendix 4.1</b>	Testimony in Court - Learning Feedback Rubric <b>(Sequence Critical) (32 copies for cadets, 32 copies for facilitators)</b>
<b>Appendix 7.1</b>	Answer Key for Federal Statutes Review <b>(Facilitator)</b>

**Sequence Critical** material must not be provided to the cadet prior to the actual session.

**Facilitator** material is only to be provided to the facilitator.

**Blue Room** material is only to be provided to Applied Police Sciences for storage in the Blue Room.

Exhibit: *National Inquiry into Missing and Murdered Indigenous Women and Girls*

Location/Phase: Part 2: Regina

Witness: Brenda Lucki

Submitted by: Anne Turley, Canada

Add'l info: P12 P02 P0101

Date: JUN 25 2018

Initials

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I/D

Entered

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