

# Interest and limits of simulation in police training

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# Plan of the presentation

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



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

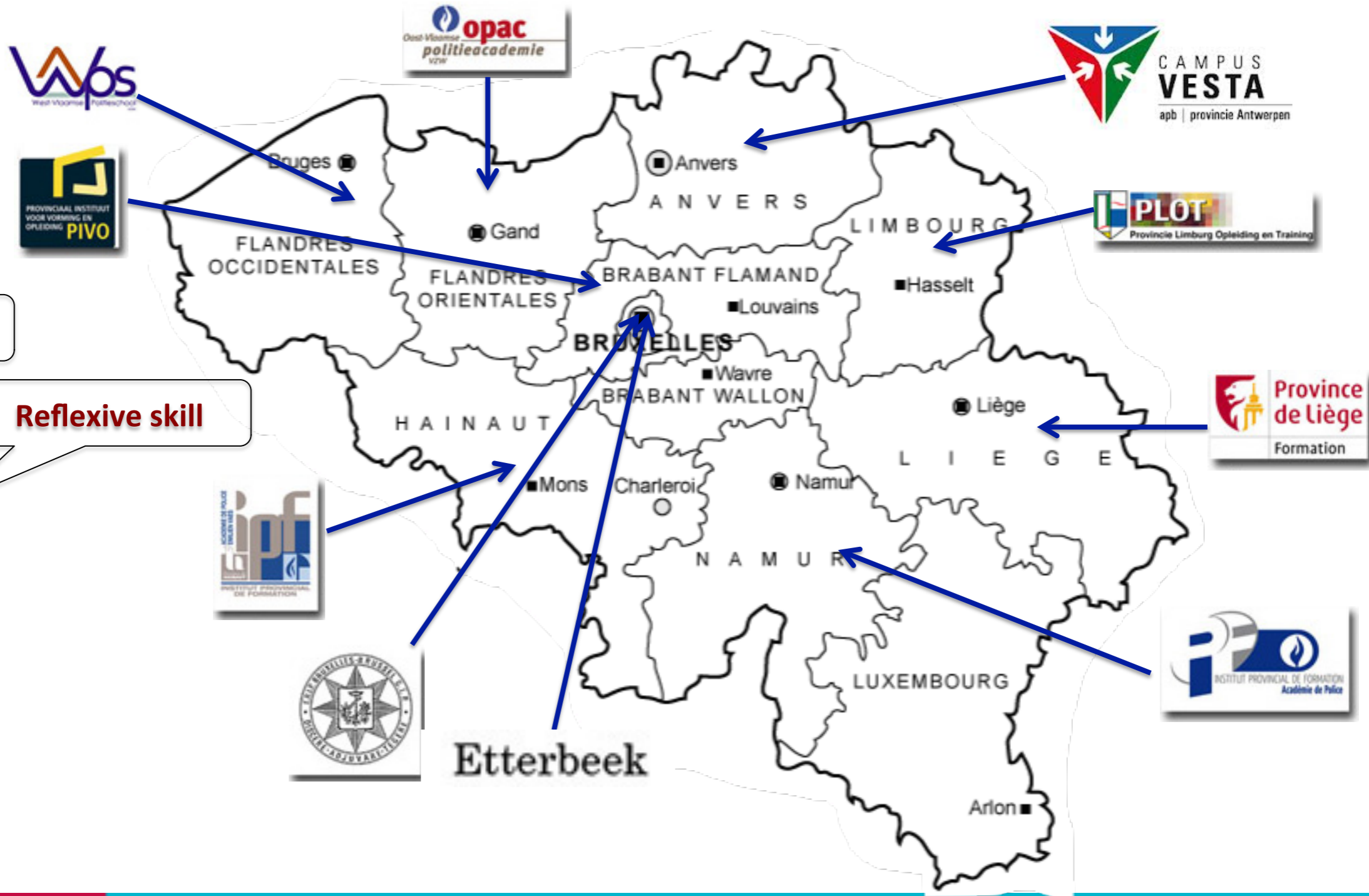


Police

## Initial Training



Police



Professional skills

Reflexive skill

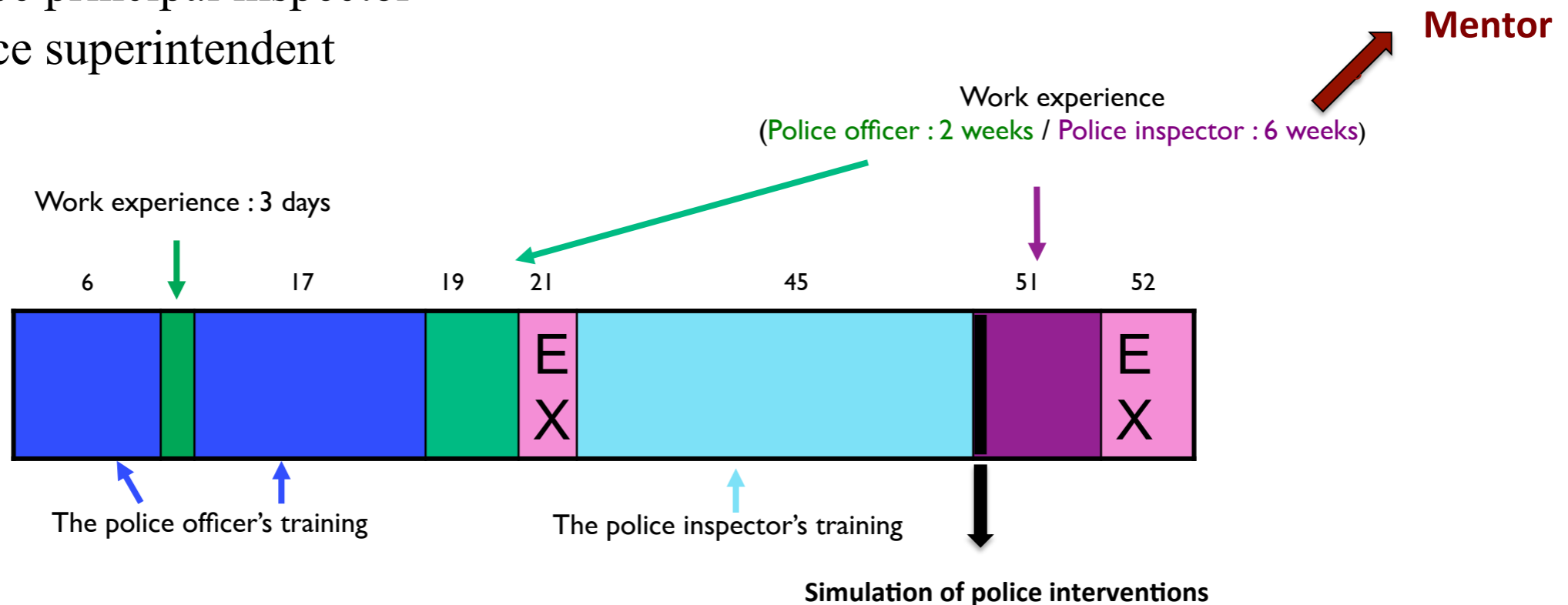


# 1. Subject and theoretical foundations (2/3)

## ➤ Basic training ?

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

- Police officer
- ➔ ➤ **Police inspector**
- Police principal inspector
- Police superintendent



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

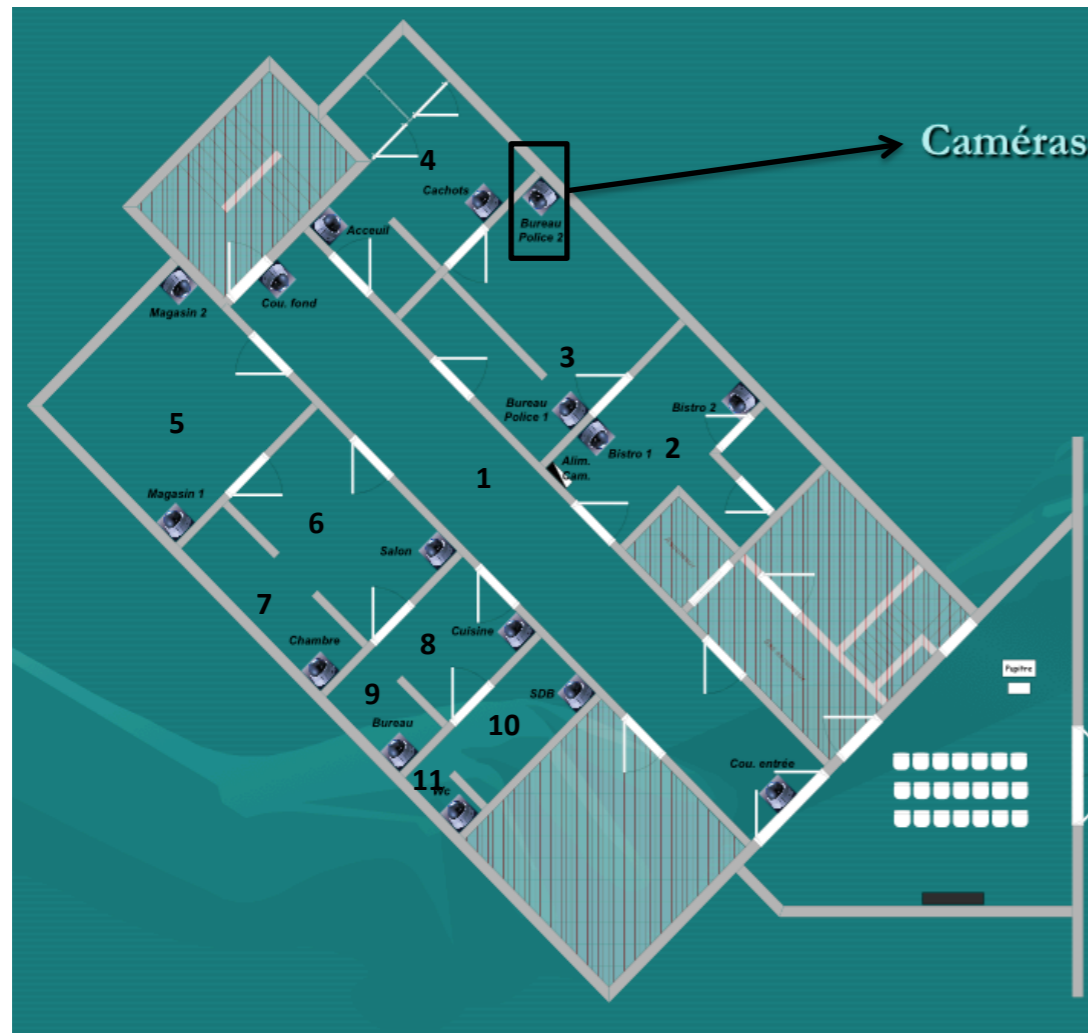


Figure 1. Didactic space

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

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

**Organisation :**

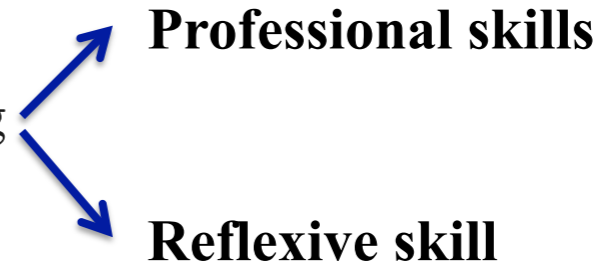
- Premises destined and furnished for this purpose
- 3 distinct moments : briefing, simulation, debriefing (Samurçay et Rogalski, 1998)
- A trainer, 2 officer cadets (minimum)

➔ The simulation presents limits

## 2. Objective and methodology (1/2)

### 2.1. The objective of this study

Identify limits of the simulation as part of police inspectors training



### 2.2. Methodology

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

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

Crime and offence against people			A worrying disappearance		The announcement of a bad news		Sexual assault	Distrainee
Trainer 1	Trainer 2	<b>Trainer 3</b>	Trainer 4	Trainer 5	Trainer 6	Trainer 7	<b>Trainer 8</b>	<b>Trainer 9</b>
2 simulation situations	2 simulation situations	5 simulation situations	1 simulation situation	4 simulation situations	3 simulation situations	2 simulation situations	2 simulation situations	7 simulation situations
20 officer cadets			21 officer cadets		21 officer cadets		6 officer cadets	28 officer cadets
			12 officer cadets				3 officer cadets	26 officer cadets

# 3. Results (1/4)

## 2 categories of limits :

### ➤ *Limits of training device*

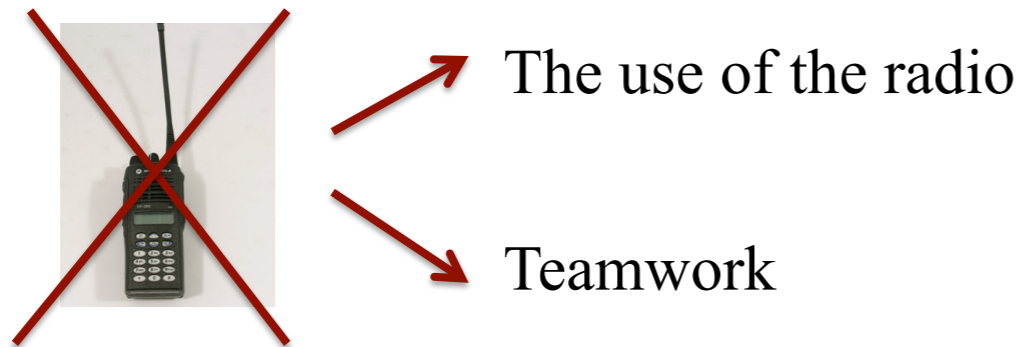
- Simulation situations don't get themselves organized in real places

« We didn't think to call the neighbourhood police officer because we know here what there is inside every room and what there is not inside every room »

- No actor to play the role of police interlocutors (witnesses, victims,...)

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Officer cadets → role of observer

- No use of a radio, a weapon,... during simulation situations



- Time-poor (briefing + simulation + debriefing) → 1 hour

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has an effect on the use of training device

## 3. Results (2/4)

### ➤ Limits related to the use of training device

- « Participation » of officer cadets

Pair-work ?



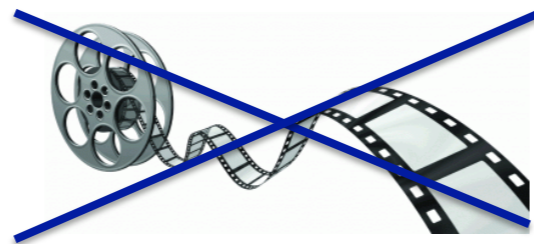
Three officer cadets



**Observer**



- No use of audio video recording device

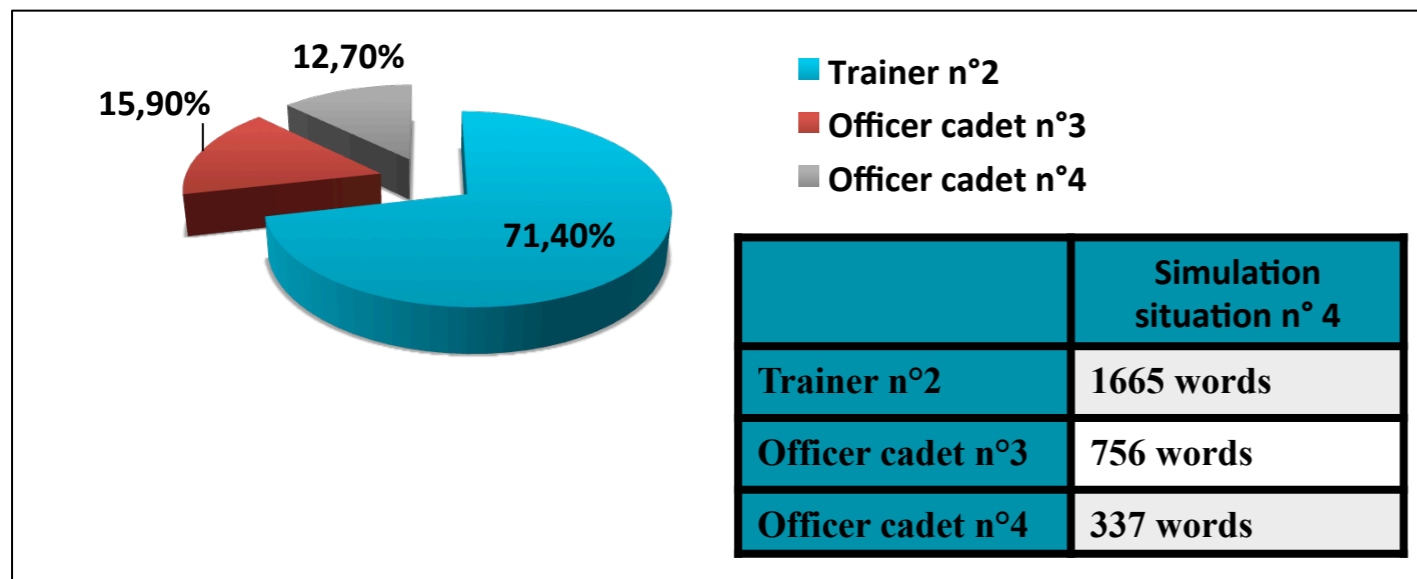
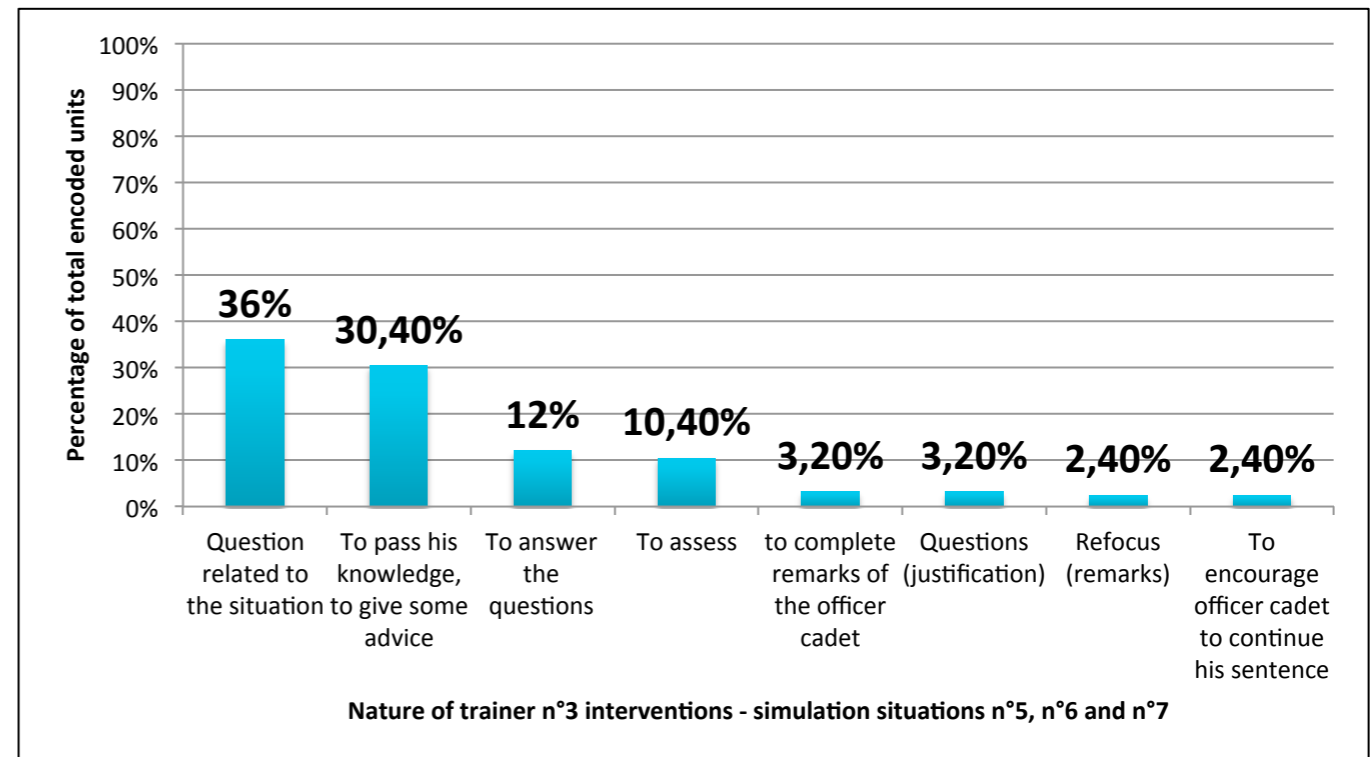


- Officer cadets are rarely confronted with interventions marked with uncertainty (perturbation)



# 3. Results (3/4)

- The management of simulation situations



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

# 3. Results (4/4)

No early stop

## Debriefing

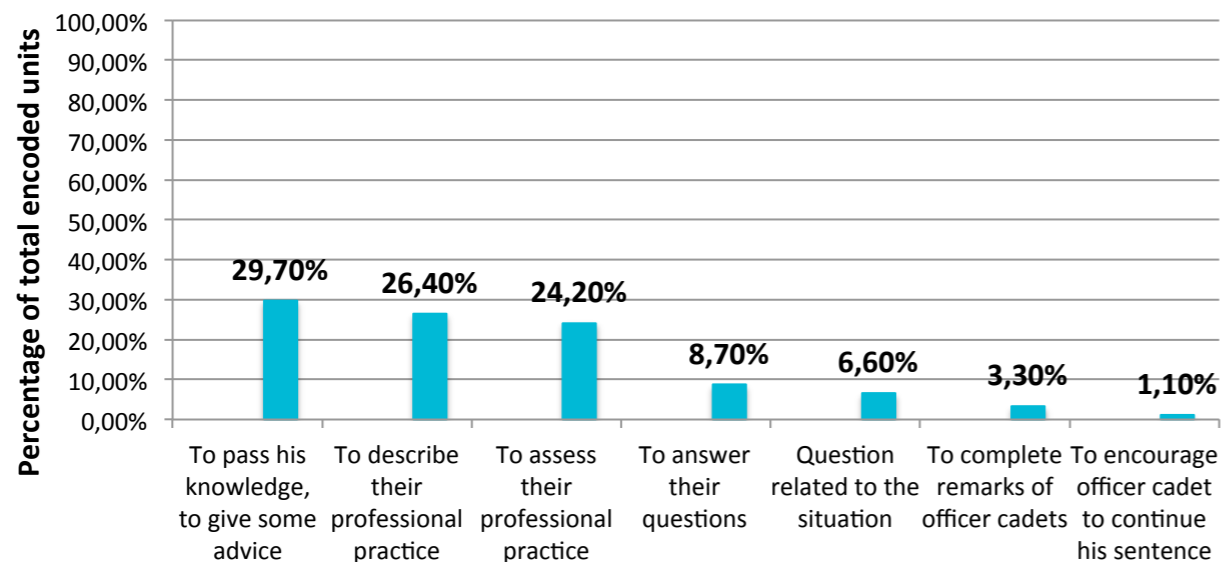
The trainers speak immediately after simulation situation

Trainer 1, trainer 5, trainer 6, trainer 7

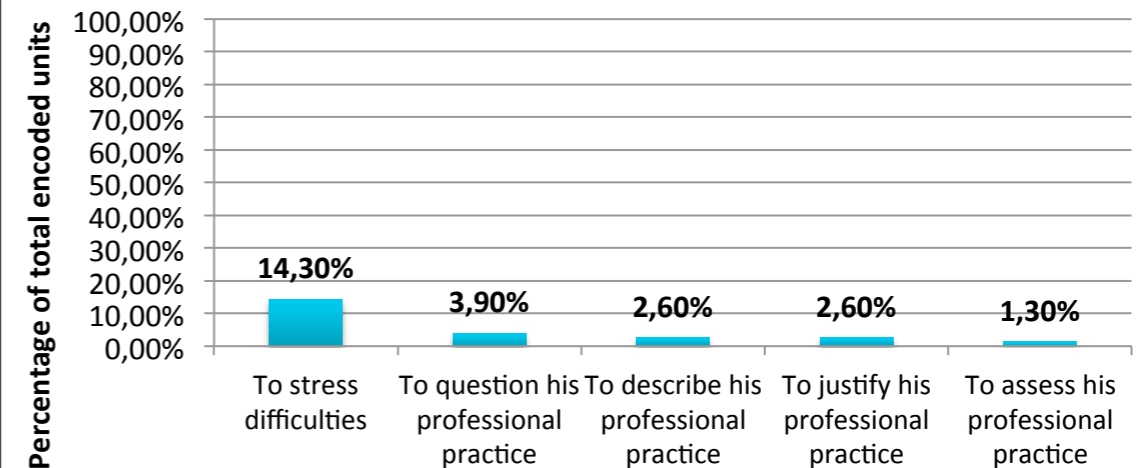
## Debriefing

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

Trainer 4, trainer 8 and Trainer 9



Nature of trainer n°1 interventions - simulation situations n°1 and n°2



Reflexive process - simulation situations n°20 and n°21 (trainer n°8)

**Officer cadets speak (to react to remarks of trainers) :**

- To justify their professional practice (25%)
- To question their professional practice (25%)
- To assess their professional practice (13,90%)

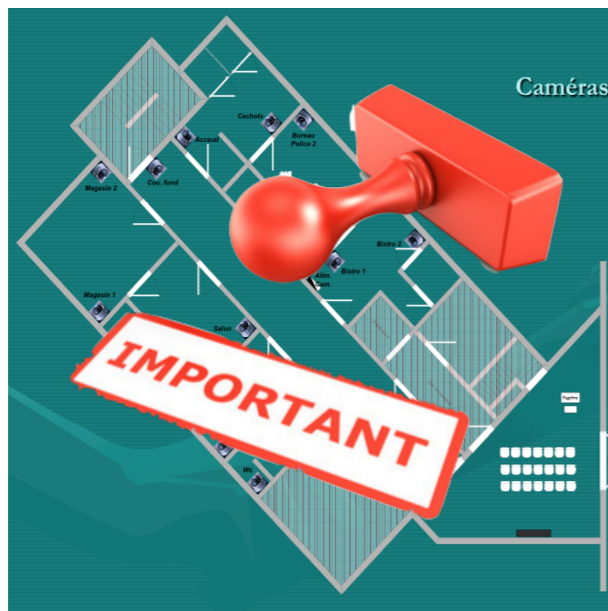
**But the trainers speak immediately after that :**

- Question related to the situation (41,70%)
- To pass their knowledge (26,80%)
- To assess their professional practice (15%)

## 4. Conclusions

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

→  **Professional skills and reflexive skill**



**But not sufficient** → **simulation presents several limits**



**Mentoring**

**Thank you for your attention**

