OP 9.2 CRITERIA FOR REVIEW OF FORCE USE TRAINING

Training and education are essential to providing adequate (equitable and efficient) and effective policing to the people of Alberta. In concert with effective supervision, training and education set the culture of the organization by:

a. Introducing and reinforcing expected behaviour
b. Aiding in risk management
c. Enhancing organization and individual flexibility and adaptability

Force skills

2. Accepted force use requires that a police officer recognize that force is justified and that it is the only viable solution in that situation. Police officers using force must determine the lawful and appropriate level of force to use and the duration of force required to gain control of and restrain a subject.

Core skill groups

3. All force use training shall be designed and delivered to address three core skill groups:
    a. **Cognitive / Decision making:** Creative ability to solve new and unusual, ill-defined problems. The aim is to provide individuals and groups with the analytical and decision making skills necessary to answer force related questions: should I use force, how much force, how long.
        i. Identify and define problem, gather information, formulate understanding, generate prototype solutions, employ and adapt solutions
        ii. Knowledge: accumulation of information and the mental structures used to organize it.
        iii. Develop maximally effective information sorting and storing system
        iv. Critical sources of information include: law, environmental factors, subject and police factors, force options available and agency policy. This is often presented using a training aid (force use model).
    b. **Physical:** Large and small motor skills required to effectively and safely use approved options:
        i. Techniques: empty hand soft and hard
        ii. Weapons: baton, OC / chemical, CEW, sidearm/long gun (lethal)
        iii. Less lethal ammunition: kinetic energy, chemical
        iv. Other equipment: cuffs, hobbles, spit masks/hood
    c. **Interpersonal:** The objective of effective communication is to develop an appreciation for another's view of a situation; to minimize conflict and, with specific reference to subjects and confrontational bystanders, to encourage compliance with lawful instructions. Effective interpersonal skills are a fundamental element of effective force use. They include:
        i. Perspective taking: understanding attitudes toward problem in particular concerns significant to subjects and the important elements of a preferred solution
        ii. Social perceptiveness: how others function in organization (official and

unofficial), relationships among persons involved in call for service,

iii. Behavioural flexibility: change and adapt behaviour in light of others perspectives in situation and organization

iv. Social performance: communication, mediation, coaching, relationship skills

Training delivery levels:

4. All agencies shall be capable of addressing three levels of force training needs.

   a. **Basic:** Introductory training providing elementary knowledge and skills needed to effectively employ the operational skill set.

   b. **Recertification:** Set "refresher" training provided for the purpose of maintaining optimal performance of a certain operational skill set. The need for recertification of shall be determined using several factors

      i. Time: Optimal performance ability deteriorates over time—knowledge or skill perishability

      ii. Complacency: Tendency of expected (desired or optimal) performance levels to deviate toward a lower performance levels

      iii. Change: areas where the speed of change in required knowledge and / or technology demand that knowledge be updated and / or specialists become familiar with new technology

   c. **Remedial:** Re-training provided, as required, to individuals who have demonstrated difficulties or performance below accepted levels. This training shall be designed and provided to meet specifically identified individual needs.

Trainee groups:

5. Training shall be provided to meet the interdependent needs of three groups:

   a. **Recruits and regular members*:*** Individuals who have either not received authorized training in a specific skill set or who need to update or refresh their training. The aim of this training shall be to provide the trainee with the core skill group.

      i. Regular and recruit: Supply the police agency with individuals who are able to effectively employ the skill set operationally.

      ii. Remedial: Recruits and regular members who experience difficulty performing a particular skill or set of skills to the required level.

b. **Supervisors:** Individuals who oversee and monitor the use of force by recruits and regular members. The aim of this training shall be to provide the trainee with the skills necessary to:

   i. Analyze two primary aspects of use of force: was it lawful, did it follow policy

   ii. Identify excessive force and either determine or obtain expert advice as to whether:

      1. Force used was improper use of force, or;

      2. Force used was abusive

   iii. Identify individual and unit skill specific strengths and areas for improvement

   iv. Develop plan and identify resources needed to correct identified issues

   v. Monitor and analyze individual and unit performance to identify trends that may assist in improving or adapting training, agency policy and/or practice

   vi. Provide effective feedback to individuals, units, and agency

c. **Trainers:** Individuals who are responsible for the delivery and evaluation of the use of force training provided to recruits, regular members and supervisors. The aim of this training is to provide the trainers with the knowledge, skills, and experience needed to supply agencies with members who can meet the legal and lawful expectations for the use of force.

   i. The trainer will be able to:

      1. Apply the skills and knowledge effectively in an operational and training environment

      2. Analyze individual and group behaviours and the situations they encounter to identify strengths, weaknesses and other areas of interest with the aim of improving performance and reducing risk at the individual and group levels.