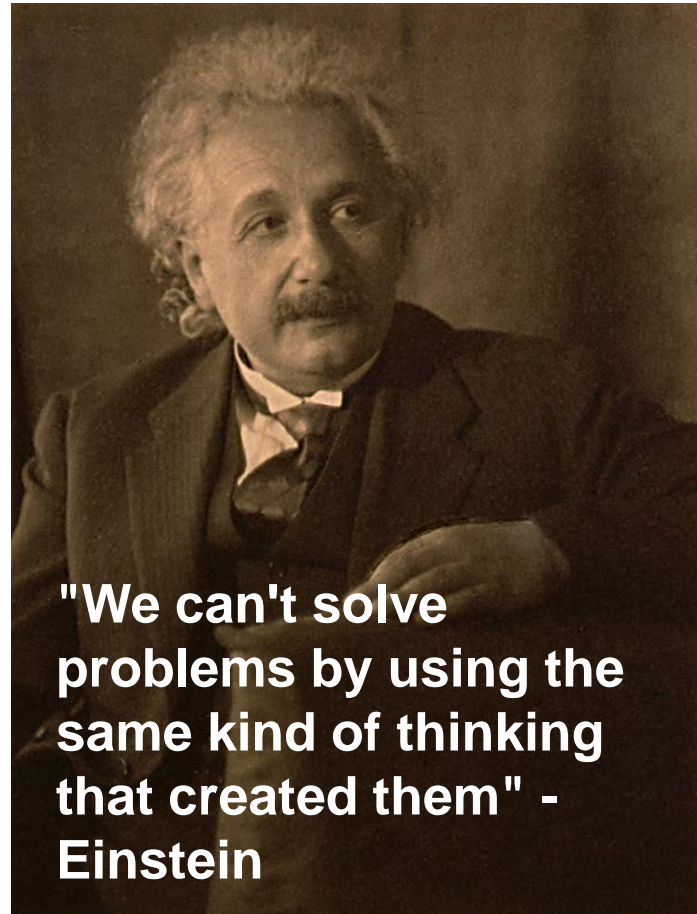




Breaking the Mold in Public Safety Education

Dr. Paul Hommersen, Ph.D., C.Psych
Karen Lints, MI





Session

goals

- ❑ Discuss the importance of interdisciplinary and intra-professional approaches.
- ❑ Discuss how a zero-textbook approach can facilitate student learning and adaptability.

About Sheridan College

☐ Statistics current as of February 2019:

Total Number of Students

23,000

Full-time students



Davis
Campus

13,300

3,800

Part-time students



Trafalgar
Campus

8,500

16,950

Continuing and Professional
Studies students



Hazel McCallion
Campus

5,800

(Sheridan College, n.d.)

Faculties

- Animation, Arts and Design
- Pilon School of Business
- Applied Science and Technology
- Applied Health and Community Studies
- Humanities and Social Sciences

120+

programs across these
5 faculties, including
25 degree programs

- Continuing and Professional Studies

500+

programs and courses offered



About Hons. Bachelor of Community Safety

❑ **Process of creation started in 2014:**

- Initially the emphasis was on traditional public safety models
- Shifted to a public health approach

❑ **First cohort was Sept 2018 (year 1 intake only):**

- 48 students started – mainly domestic, 1 international (from US)
- Have 44 going into year 2

❑ **Have pathways into year 2 for 2019:**

- Police foundations, Community and justice services, Social Service workers, and Social Service workers – Gerontology
- Diverse paths out of the program are expected

**Where are you from? (e.g. college, university, government,
community partner)**

What does community mean to you?

Traditional public safety

□ Typically encompass:

Security

Countering crime

National security

Border security

Emergency management

How do these typically interact with the communities they serve?

Is there a need for change?

- ❑ “...require training that equips Service members to be effective partners with all communities and to have a positive impact on deeper challenges, such as social inequality, poverty, inequality of opportunity, discrimination, and systemic racism” (Toronto Police Transformational Task Force, 2017).



(mohamed_hassan, 2018)

Is there a need for change?

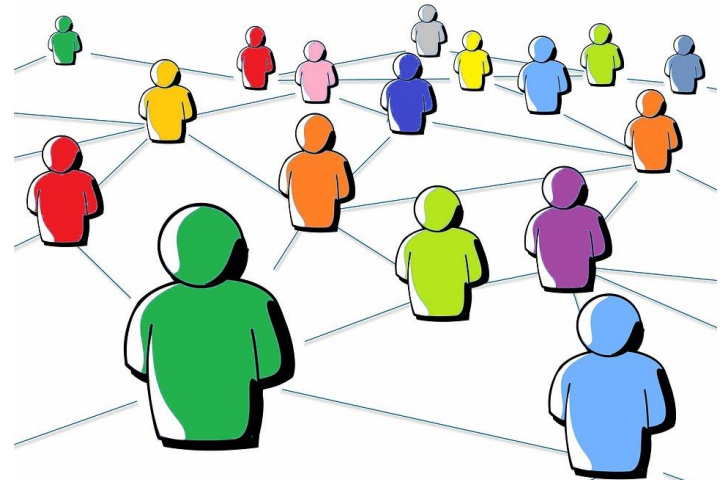


(Waldryano, 2016)

- ❑ “The current service delivery model does not place communities at the centre of service delivery or sufficiently elevate and value this kind of police work” (Toronto Police Transformational Task Force, 2017).

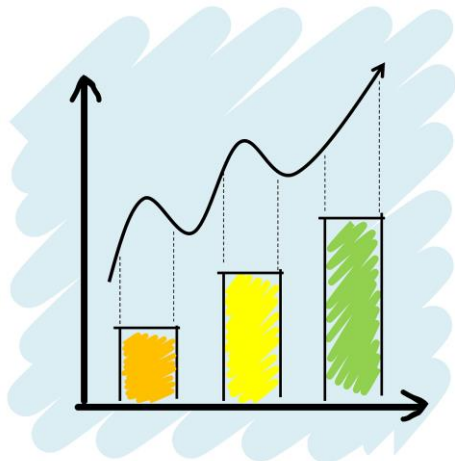
Is there a need for change?

- “Provincial and municipal governments must be **supportive of innovations and new models of policing**. Support is also needed from other participants in the public safety and security web, including private security, local health professionals, and community groups” (Association of Municipalities of Ontario Policing Modernization Report, 2015).



(Civilsocial, 2017)

Is there a need for change?



(Tumisu, 2018)

- ❑ “The cost of policing continues to rise at a higher rate than other public services... If we spend too much on one [public service] and starve the others, we are just as likely to risk societal discord” (Association of Municipalities of Ontario, 2015, pp. 7-8).



Identified needs in community safety

1.

Building partnerships

Focus on the various communities.

2.

Differentiated service delivery

Empowerment of other government and community agencies to engage in prevention and non-emergency responses.

3.

Culture change

Principles of trust, active accountability, partnership, transparency, inclusiveness and collaboration.

4.

Sustainability & affordability

Need for civilian positions and evidence-based approaches.

(Goals adapted from Association of Municipalities of Ontario, 2015; Toronto Police Transformational Task Force, 2017)



1. Building partnerships

- ❑ **Public health approach to community safety:**
 - Emphasis on nuance and interdisciplinary/inter-professional coordination.
 - Places the focus back onto community, prevention, and building resiliency.
- ❑ **Linking to community partners:**
 - Emphasis on leadership and collaboration.
 - Stresses applied research and program evaluation.



2. Differentiated service delivery

- ❑ **Differentiated service delivery defined:** A client-centred, rights-based approach that looks to meet people (and communities) where they are.
- ❑ **Interdisciplinary collaboration:** The idea of "interdisciplinary" has been a buzz word for years – harder to implement:
 - According to Hoekstra, “It is widely believed that broad understanding is achieved by bringing scholars from different disciplines together, but that is not enough. Broad understanding needs to be internalized in individuals” (as cited in Marlow, 2015).

3. Culture change

- ❑ **Focus on leadership, understanding behaviour change and building influence, teaching collaboration and facilitation skills**
- ❑ **Some courses linked – interdisciplinary and inter-professional**
 - Encourages considering problems from multiple views.
 - Encourages partnership in non-traditional public service.
- ❑ **Reflective practice**



4. Sustainability and affordability

❑ Evidence based approaches:

- Strong research curriculum, including community-based participatory research and program evaluation.
- **Modelling this principle through free and open access materials for students.**
- Untethering from textbooks - Allows for faculty to tailor course materials to the subject and maintain relevancy.

Which of the following provinces has the highest tuition fees in Canada?

Quebec

New Brunswick

Alberta

Ontario

British Columbia

Saskatchewan

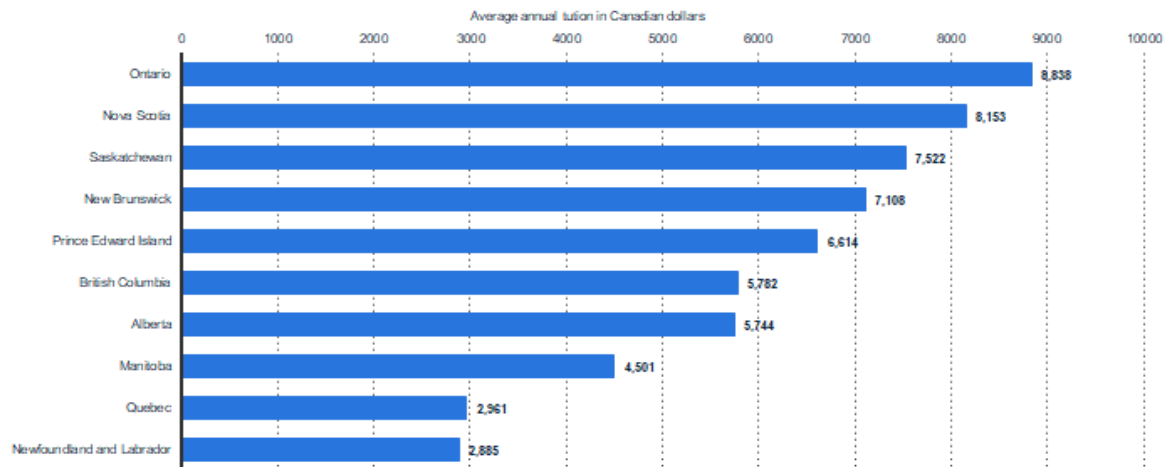
Manitoba



Tuition fees in Canada

Average tuition fee for full-time Canadian undergraduate students in Canada in 2018/19, by province (in Canadian dollars)

Canada: tuition fee for full-time Canadian undergraduates 2018/19, by province

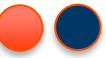


Note: Canada: 2018 to 2019
Further information regarding this statistic can be found on [page 8](#)
Source(s): StatCan, [20133512](#)

(Statistics Canada, n.d.)

What is the average cost Ontario students pay for books and supplies per academic year?

\$800.00
\$1,000.00
\$1,300.00
\$2,000.00



3. Sustainability and affordability

❑ Formation of “z-degree”:

- According to BC Campus (n.d.), “A Zed Cred/Z-Degree is a set of courses in a specific program area that allows a student to earn a credential, such as an associate degree or certificate program, with zero textbook costs by way of using open educational resources and/or free library materials” (What is a Zed Cred (Z Degree) Program? section).

❑ Evidence-based approach to curriculum while reducing cost for students:

- Use of Sheridan Library’s online collections, and open source materials.
- Implementation of electronic course reading service (eCOR) that integrates readings into SLATE, Sheridan College’s course management system.
- Purchase of print textbook sets for 2 mandatory courses.



Activity

instructions:

1. You have 5 minutes to brainstorm the following question independently: **How can you facilitate learning and promote interdisciplinary collaboration?**

According to Hoekstra, interdisciplinary is defined as “It is widely believed that broad understanding is achieved by bringing scholars from different disciplines together, but that is not enough. Broad understanding needs to be internalized in individuals” (as cited in Marlow, 2015).
2. Write your ideas on the Post-It Notes, and then stick them in the middle of your table.
3. You have 5 minutes to share your ideas at your table and expand upon them as needed.

Questions?

Contact:

- ❑ Paul Hommersen –
paul.hommerson@sheridancollege.ca
(905) 459-7533 X5427
- ❑ Karen Lints –
karen.lints@sheridancollege.ca
(905) 459-7533 X5454

References

- Association of Municipalities of Ontario. (2015). *Building a new public safety model in Ontario: AMO's policing modernization report* [PDF file]. Retrieved from <https://www.amo.on.ca/AMO-Content/Policy-Updates/2015/AMO-Releases-Policing-Modernization-Report>
- BC Campus. (n.d.). *Zed cred (z-degree) grants*. Retrieved from <https://open.bccampus.ca/zed-credz-degree-grants/>
- Brown, M. (2017, December 4). What Canadian university students can expect to pay for books. *Maclean's*. Retrieved from <https://www.macleans.ca/education/most-expensive-books/>
- Civilsercielocal. (2017). [Illustration of social networks]. Retrieved from <https://pixabay.com/illustrations/social-media-social-networks-2314696/>
- MacQueen, K.M., et al. (2001). What is community? An evidence-based definition for participatory public health. *American Journal of Public Health*, 91, 1929-1938. Retrieved from <https://search-proquest-com.library.sheridanc.on.ca/docview/215112660?accountid=3455>
- Marlow. (2015, November 5). "Interdisciplinary": Beyond the buzzword [Blog post]. Retrieved from <https://www.fallingwallsfragments.com/2015/11/05/interdisciplinary-beyond-the-buzzword/>

References

- mohamad_hassan. (2018). [Illustration of a world map and person with megaphone]. Retrieved from <https://pixabay.com/illustrations/world-map-marketing-megaphone-man-3234901/>
- Ontariocolleges.ca. (n.d.). *Paying for college: Tuition and financial assistance*. Retrieved from <https://www.ontariocolleges.ca/en/colleges/paying-for-college>
- Sheridan College. (n.d.). *Sheridan at a glance*. Retrieved from <https://www.sheridancollege.ca/about/at-a-glance>
- Statistics Canada. (n.d.). Average tuition fee for full-time Canadian undergraduate students in Canada in 2018/19, by province (in Canadian dollars). In *Statista - The Statistics Portal*. Retrieved from <https://www-statista-com.library.sheridanc.on.ca/statistics/733512/tuition-fee-for-full-time-canadian-undergraduates-by-province/>
- Tumisu. (2018). [Illustration of line chart]. Retrieved from <https://pixabay.com/illustrations/analytics-chart-drawing-colors-3268935/>
- Toronto Police Transformational Task Force. (2017). *Toronto police transformational task force report and impacts on city divisions* [PDF file]. Retrieved from <file:///C:/Users/lintsk/AppData/Local/Temp/backgroundfile-108126.pdf>
- Waldryano. (2016). [Illustration of person standing at crossroads]. Retrieved from <https://pixabay.com/illustrations/decision-choice-path-road-1697537/>