

NORTHERN ILLINOIS TRAINING ADVISORY BOARD

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**PROBLEM BASED LEARNING MODEL OF FIELD
TRAINING – BASIC POLICE TRAINING OFFICER**

Date: September 14-18, 2026 **Registration Deadline: August 14, 2026**

Times: 0800-1600 hours

Location: Highland Community College
2998 West Pearl City Road
Freeport, IL
Building H – Room H-210

Instructor: James Wagner and Associates LLC

Member Fee: \$0 Non-MTU Member & Non-Sworn Fee: \$150

This course has been approved by ILETSB for the following mandates:

Civil Rights (.5 Hours)
Constitutional and Proper use of Authority (.5 Hours)
Crisis Intervention (1 Hour)
Cultural Competency (2 Hours)
Human Rights (.5 Hours)
Officer Wellness and Mental Health (1 Hour)
Procedural Justice (5 Hours, 3 Hours Scenario based)
Use of Force De-Escalation Techniques (.5 Hours)
Use of Force Officer Safety Techniques (.5 Hours)

Course Synopsis

Problem-Based Learning Model of Field Training – Basic Police Training Officer

PURPOSE OF COURSE: This 40-hour program has been designed by James Wagner and Associates, LLC for the purpose of providing a field training model for police recruits that incorporates adult learning theories and problem-based learning. This course will enable trainers to use these methods to develop new police officers who will be competent in the areas of community policing and problem solving.

COURSE OVERVIEW: The primary focus of the course will be to provide training officers with the specialized skills, knowledge and abilities needed to train a recruit using the principles

of this training model.

COURSE GOALS

The goals of this course are to:

1. Engage in adult learning techniques. Trainees apply the PTO manual to their training within the PBL context: cooperative learning, group work, scenario-based exercises, and lecture formats.
2. Identify requirements for legally defensible and valid training.
3. Study the Learning Matrix cells within the PBL model and add to them, when appropriate to meet local agency needs.
4. Engage in problem-based learning as a method to organize their study of both the matrix and the program's evaluation models.
5. Incorporate research on new education movements into their training plans, including research on PBL.
6. Develop resources for Learning Activity Packages.
7. Practice using evaluation methods and forms during role-play, scenarios, and PBL training.
8. Employ current technology, including the internet and automated computerized systems.
9. Teach classmates relevant information on emotional intelligence, multiple intelligence, and conflict resolution for use in their training program.
10. Design, create, and/or review Learning Matrix binders.
11. Evaluate this training course.

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