

# Indigenous Peacekeeping

## PLAR Candidate Guide

Prior Learning Assessment and  
Recognition (PLAR)



Tomorrow  
in the making.

## Copyright

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Saskatchewan Polytechnic

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The Indigenous Peacekeeping program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

|  |              |  |  |  |
|--|--------------|--|--|--|
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## **Why consider a PLAR assessment?**

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PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Indigenous Peacekeeping program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

## **What are the PLAR options?**

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To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

### **Option A: Individual course challenge**

If you have successful experience in the Community Justice field, and have learned the skills and knowledge for **one or more** of the Indigenous Peacekeeping courses, you may apply to be assessed for each applicable course.

### **Fees:**

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Indigenous Peacekeeping program at: 1-866-467-4278.

## **How many courses can be challenged through PLAR in the Indigenous Peacekeeping program?**

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Currently we have 21 out of 22 certificate courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

## Which courses are PLAR-ready?

| Indigenous Peacekeeping Program Profile |  |   |                                 |
|---|--|---|---------------------------------|
| COURSE CODE                             | COURSE NAME  | PLAR Challenge(s) available through program | PLAR Challenge(s) not available |
| COMM 112                                | Interpersonal Communication  | ✓   |                                 |
| COMM 227                                | Interviewing   | ✓   |                                 |
| CORR 167                                | Criminal Justice System  | ✓   |                                 |
| CORR 176                                | Youth Justice  | ✓   |                                 |
| LAW 163                                 | Law Enforcement Reporting Procedures                                     | ✓   |                                 |
| LEGL 142                                | Ethics in Policing Careers   | ✓   |                                 |
| LEGL 145                                | Criminal Investigation Procedures  | ✓   |                                 |
| NAST 141                                | Overview Of Indigenous Peacekeeping and First Nations Community Policing | ✓   |                                 |
| NAST 142                                | First Nations Governance Studies   | ✓   |                                 |
| NAST 143                                | Implementation of Indigenous Peacekeeping                                | ✓   |                                 |
| PERS 142                                | Personal Wellness  | ✓   |                                 |
| SFTY 157                                | Control Tactics  | ✓   |                                 |
| SFTY 158                                | Introduction to Search and Rescue  |   | X                               |
| SFTY 159                                | Community Response to Traumatic Events                                   | ✓   |                                 |
| SPSY 123                                | Suicide Intervention   | ✓   |                                 |
| SPSY 140                                | Addictions   | ✓   |                                 |
| SPSY 141                                | Family Violence Strategies   | ✓   |                                 |
| WORK 150                                | Field Experience 1   | ✓   |                                 |
| WORK 151                                | Field Experience 2   | ✓   |                                 |
| WORK 152                                | Field Experience 3   | ✓   |                                 |
| WORK 153                                | Field Experience 4   | ✓   |                                 |
| YCW 285                                 | Conflict Resolution  | ✓   |                                 |

\*Note: Some courses common to multiple programs at Saskatchewan Polytechnic (i.e. computers, communications, math, and sciences) are managed by associated studies faculty. To see if these shared courses in your program are PLAR-ready, visit the [PLAR homepage](#) for links to Candidate Guides for Associated Studies/Communications and for Standardized Computers.

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/[counsellor](#) assigned to the Indigenous Peacekeeping program at: 1-866-467-4278.

### **Is PLAR available at any time of the year?**

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PLAR challenges are currently available from September through June. No assessments are completed in July and August.

### **Is it *easier* to challenge a course through PLAR or take the course?**

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Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

## **Methods of assessing prior learning**

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Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- standardized tests
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

## **If I live out of town, do I have to travel to a main campus to do PLAR?**

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There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

## **What if I have a disability & need equity accommodations?**

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At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: [Saskatchewan Polytechnic – Counselling Services](#)

## **Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?**

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### **Transfer Credit**

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: <http://saskpolytech.ca/admissions/resources/transfer-credit.aspx>

It is the student's responsibility to check with Registration Services for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a [Saskatchewan Polytechnic educational counsellor](#).



## Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

## Contact us

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If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

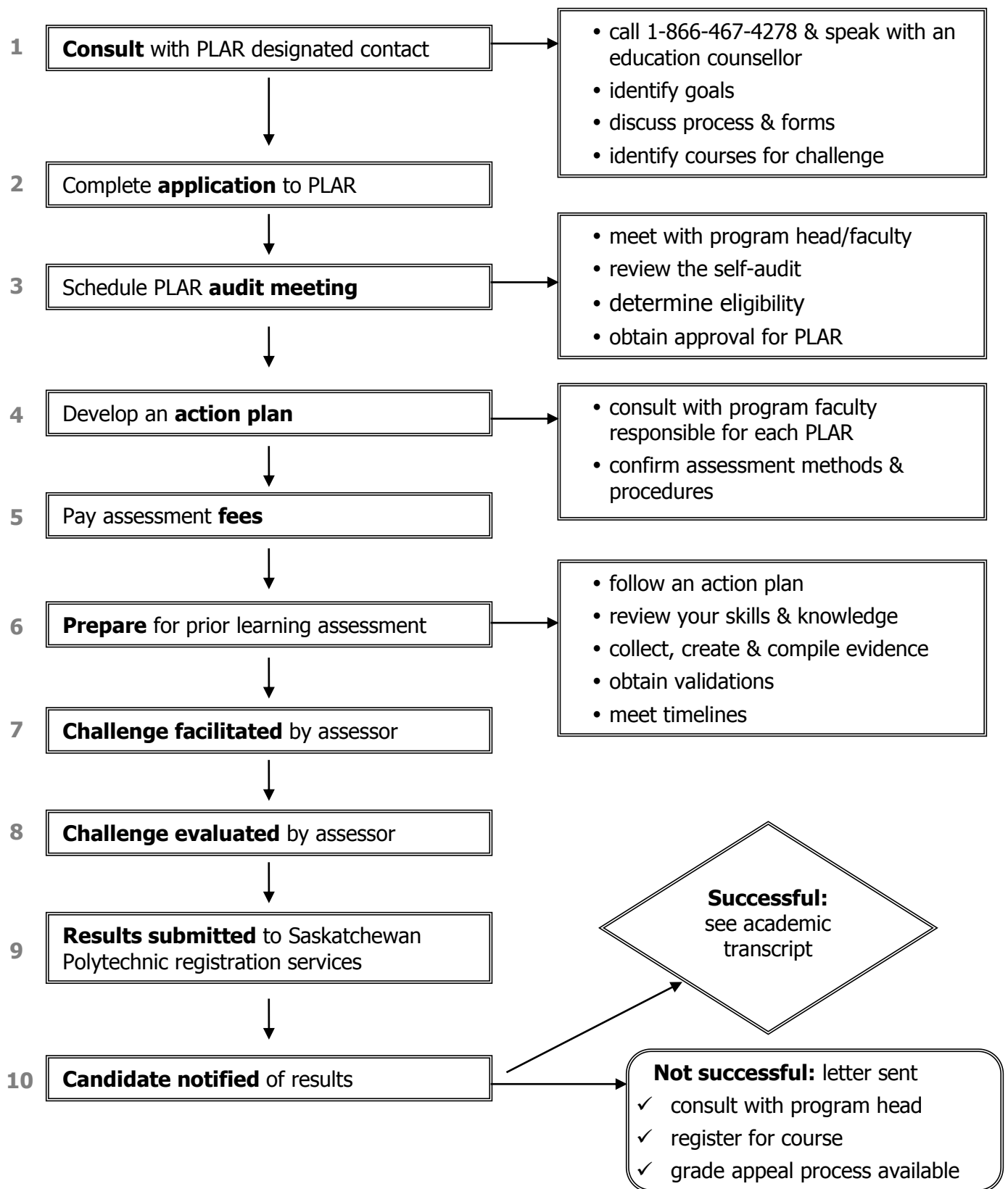
Saskatchewan Polytechnic in Moose Jaw  
Counselling Services, Room 2.203  
306-691-8311 or 306-691-8310  
[pallisercounselling@saskpolytech.ca](mailto:pallisercounselling@saskpolytech.ca)

Saskatchewan Polytechnic in Prince Albert  
Counselling Services, Room F203 (Technical Centre)  
306-765-1611  
[woodlandcounselling@saskpolytech.ca](mailto:woodlandcounselling@saskpolytech.ca)

Saskatchewan Polytechnic in Regina  
Counselling Services, Room 228  
306-775-7436  
[wscanacounselling@saskpolytech.ca](mailto:wscanacounselling@saskpolytech.ca)

Saskatchewan Polytechnic in Saskatoon  
Counselling Services, Room 114  
306-659-4050  
[kelseycounselling@saskpolytech.ca](mailto:kelseycounselling@saskpolytech.ca)

## Prior Learning Assessment and Recognition process



## **Guiding principles for developing a PLAR evidence file**

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1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
  - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current, which in this program, typically means within the last five years.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

## **Types of evidence**

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There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Indigenous Peacekeeping faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- resource lists
- written descriptions and analysis
- experience (activity) outlines
- philosophy statement
- observations
- workplace validations
- work samples
- photos of environments
- videotapes
- prop boxes

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

## How long will it take to prepare evidence for PLAR?

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Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

## Steps to complete a self-audit

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1. Read through the levels of competence as listed below.

**Mastery:** I am able to demonstrate the learning outcome well enough to teach it to someone else.

**Competent:** I can work independently to apply the learning outcome.

**None:** I have no experience with the outcome.

### Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
  - How do I currently use this outcome?
  - What previous training have I had in this outcome: workshops, courses, on-the-job?
  - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

## Self-audit guide(s)

### COMM 112 – Interpersonal Communication

You will focus on developing basic communication skills including effective listening and responding skills, trust building, verbal and nonverbal communication. You will also examine the role of self-concept in effective communication.

**Credit unit(s):** 3.0

**Equivalent course(s):** COMM 107, COMM 291, COMM 296, HUMR 186

| <b>COMM 112 – Interpersonal Communication</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|--|----------------|------------------|-------------|
| 1. Examine the foundation of interpersonal competence.   |                |                  |             |
| 2. Examine the role of self-concept in interpersonal competence.   |                |                  |             |
| 3. Use strategies for effective listening and responding.  |                |                  |             |
| 4. Use strategies for effective verbal communication.  |                |                  |             |
| 5. Examine elements of non-verbal communication.   |                |                  |             |
| 6. Demonstrate effective interpersonal communication skills.   |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

#### 2. Demonstration

Candidates may be required to submit a videotape that demonstrates skills in learning outcomes 3, 4, and 6.

#### 3. Journal

Candidates may be required to complete a journal that addresses learning outcomes 1, 2 and 5.

### Resources

Candidates may find the following resource useful in preparing their PLAR Challenge:

1. Greenick & McGruthers. (2007). *Interpersonal Group Skills for Law Enforcement*. Second Edition.

## COMM 227 – Interviewing

You will review and apply the skills necessary to conduct effective interviews in law enforcement settings.

**Credit unit(s):** 2.0

| <b>COMM 227 Interviewing</b>   |                |                  |             |
|--|----------------|------------------|-------------|
| <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
| <b>Competent:</b> I can work independently to apply the outcome.                     |                |                  |             |
| <b>Functional:</b> I need some assistance in using the outcome.                      |                |                  |             |
| <b>Learning:</b> I am developing skills and knowledge for this area.                 |                |                  |             |
| <b>None:</b> I have no experience with the outcome.                                  |                |                  |             |
| 1. Identify categories of interviews.  |                |                  |             |
| 2. Describe the elements of change.  |                |                  |             |
| 3. Describe basic interview principles.  |                |                  |             |
| 4. Apply interview skills.   |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment. These will include:

- description of agency and client group
- situation in which candidate utilizes motivational interviewing
- estimate number of hours that the candidate has utilizes motivational interviewing
- evaluation of skills related to learning outcomes

#### 2. Demonstration

The candidate will submit a thirty minute individual interview session demonstrating the stages of motivational interviewing. This must be submitted using DVD or CD.

### Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

Van Allen, B. (2007). *Criminal Investigation: In Search of the Truth*.

## CORR 167 – Criminal Justice System

You will examine the components of the criminal justice system. You will examine how the components work together to respond to crime and crime control.

**Credit unit(s):** 3.0

**Equivalent course(s):** YCW 187

| <b>CORR 167 – Criminal Justice System</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | Mastery | Competent | None |
|--|---------|-----------|------|
| 1. Examine the components of the criminal justice system.  |         |           |      |
| 2. Analyze the socio-political elements of crime control.  |         |           |      |
| 3. Analyze the role of the police.   |         |           |      |
| 4. Analyze the role of the courts.   |         |           |      |
| 5. Describe the role of the correctional institutions and community release options.   |         |           |      |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

#### 2. Challenge exam

Candidates may be required to complete a comprehensive exam that addresses the learning outcomes in this course.

### Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

Griffiths, Curt T. *Canadian Criminal Justice: A Primer*. Third Edition

## CORR 176 – Youth Justice

You will review young offender legislation and examine Saskatchewan's model for managing young offenders. You will discuss trends in approaches to youth justice and also examine specific programs delivered in Saskatchewan.

**Credit unit(s):** 2.0

| <b>CORR 176 – Youth Justice</b>  | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|--|----------------|------------------|-------------|
| <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. |                |                  |             |
| <b>Competent:</b> I can work independently to apply the outcome.                     |                |                  |             |
| <b>None:</b> I have no experience with the outcome.                                  |                |                  |             |
| 1. Examine the historical roots of youth justice.                                    |                |                  |             |
| 2. Examine legislation governing youth justice.                                      |                |                  |             |
| 3. Describe youth justice programs in Saskatchewan.                                  |                |                  |             |
| 4. Discuss current issues affecting young offenders.                                 |                |                  |             |

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment typically in a facility for young offenders.

### 2. Challenge exam/assignment

Candidates may be required to complete a comprehensive exam that addresses the learning outcomes in this course.

### 3. Structured interview

Complete a structured interview that addresses the learning outcomes in this course.

## Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

Olivo, Cotter and Bromwich. (2007) *Youth and the Law: New Approaches to Criminal Justice and Child Protection*. Second Edition.



## LAW 163 – Law Enforcement Reporting Procedures

You will develop observational skills to collect information to write a variety of law enforcement reports. Based on these acquired skills, you will write reports. You will also link information in these reports to the delivery of testimony in court.

**Credit unit(s):** 2.0

| <b>LAW 163 – Law Enforcement Reporting Procedures</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|--|----------------|------------------|-------------|
| 1. Use effective listening and observation skills to collect information.  |                |                  |             |
| 2. Apply observation skills to law enforcement situations.   |                |                  |             |
| 3. Describe the operational and legal role of police reports.  |                |                  |             |
| 4. Write police reports.   |                |                  |             |
| 5. Present testimony and evidence in courtroom settings.   |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Challenge exam

Students will be required complete a comprehensive challenge exam that covers the Canadian Criminal Code.

### Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

Law Enforcement Resource Centre. *Report Writing For Increased Convictions.*

## LEGL 142 – Ethics in Policing Careers

You will study the process of developing values and how they relate to the development of morals. You will examine the concepts embodied in values clarification and moral dilemmas, as they apply to the field of policing.

**Credit unit(s):** 2.0

| <b>LEGL 142 – Ethics in Policing Careers</b>   | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|--|----------------|------------------|-------------|
| <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. |                |                  |             |
| <b>Competent:</b> I can work independently to apply the outcome.                     |                |                  |             |
| <b>None:</b> I have no experience with the outcome.                                  |                |                  |             |
| 1. Describe the process of developing values.  |                |                  |             |
| 2. Identify values in self and others.   |                |                  |             |
| 3. Examine the role of values in policing.   |                |                  |             |
| 4. Apply critical thinking skills to moral dilemmas.                                 |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Challenge exam/assignment

Candidates will complete a structured set of questions relating to moral dilemmas in the field of law enforcement.

### Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

Jones, John R. (2005). *Reputable Conduct: Ethical Issues in Policing and Corrections*.

## LEGL 145 – Criminal Investigation Procedures

You will learn about the processes involved in criminal investigations. You will apply skills in gathering information, collecting evidence, and securing a crime scene.

**Credit unit(s):** 4.0

| <b>LEGL 145 – Criminal Investigation Procedures</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|--|----------------|------------------|-------------|
| 1. Identify elements and processes used in conducting a criminal investigation.  |                |                  |             |
| 2. Describe relationship between criminal investigation and criminal law.  |                |                  |             |
| 3. Gather evidence and information.  |                |                  |             |
| 4. Interview victims and witnesses.  |                |                  |             |
| 5. Examine elements of a crime scene.  |                |                  |             |
| 6. Secure a crime scene.   |                |                  |             |
| 7. Apply search and seizure techniques.  |                |                  |             |
| 8. Examine sudden death and homicide investigation.  |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

#### 2. Challenge exam

Candidates may be required to complete a comprehensive exam that addresses the learning outcomes in this course.

### Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

Van Allen, B. (2007). *Criminal Investigation: In Search of the Truth*.

## NAST 141 – Overview of Indigenous Peacekeeping and First Nations Community Policing

You will examine the history of European Indigenous relations with a view to understanding the current relationships and the challenges inherent within this historical landscape. You will study the evolution of First Nation’s community policing with emphasis on self-administered and community tripartite agreements. You will also examine the traditional role of peacekeepers and their contemporary role in maintaining community safety.

**Credit unit(s):** 2.0

| <b>NAST 141 – Overview Of Indigenous Peacekeeping And First Nations Community Policing</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | Mastery | Competent | None |
|---|---------|-----------|------|
| 1. Examine the history of European and Indigenous relationships with regard to First Nations community policing.  |         |           |      |
| 2. Describe self-administered and community tripartite agreements in First Nations communities.   |         |           |      |
| 3. Examine the traditional role of peacekeepers in First Nations communities.   |         |           |      |
| 4. Examine contemporary role of peacekeepers.   |         |           |      |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

### Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

*First Nations Community Justice Guidebook.* Restorative Justice Unit File Hills Tribal Council.

## NAST 142 – First Nations Governance Studies

You will understand the framework for the development of First Nations governance systems, models of self-determination and law making. You will examine the history of the constitutional and legal foundations for self-government in Canada, identify actors, institutions and processes of public policy development and administrative governance in First Nations communities. You will also explore practices of community governance in First Nations communities.

**Credit unit(s):** 4.0

| <b>NAST 142 – First Nations Governance Studies</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|---|----------------|------------------|-------------|
| 1. Examine governance systems and models of self-determination.   |                |                  |             |
| 2. Explain constitutional and legal foundations for self-government in Canada.  |                |                  |             |
| 3. Understand the basic principles underlying traditional First Nations law-making processes.   |                |                  |             |
| 4. Examine contemporary First Nations law-making processes and the primary social actors and institutions that guide contemporary processes.  |                |                  |             |
| 5. Discuss the current challenges to the administration and enforcement of laws within First Nations.   |                |                  |             |
| 6. Describe structure of community governance in First Nations communities.   |                |                  |             |
| 7. Explore models of healing and wellness in First Nations communities.   |                |                  |             |
| 8. Discuss models of community development in First Nations communities.  |                |                  |             |
| 9. Implement community development project.   |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

## Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

First Nations Chiefs of Police Association. *Setting the Context. The Policing of First Nations Communities.*

Mussell, W.J. (2005). *Warrior-Caregivers: Understanding the Challenges & Healing of First Nations Men.* Ottawa: Aboriginal Healing Foundation.

Cardinal, Harold. *Treaty Elders of Saskatchewan.* Calgary: University of Calgary Press.

Bopp, Michael & Judie. *Recreating the World – A Practical Guide to Building Sustainable Communities.* 2<sup>nd</sup> Edition. Four World's Press.

## NAST 143 – Implementation of Indigenous Peacekeeping

You will explore the concepts of adversarial and restorative justice approaches in First Nations communities and identify established protocols with police services.

**Credit unit(s):** 1.0

| <b>NAST 143 - Implementation of Indigenous Peacekeeping</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|--|----------------|------------------|-------------|
| 1. Examine the principles of restorative and adversarial justice.  |                |                  |             |
| 2. Identify established community protocols with police services.  |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

## PERS 142 – Personal Wellness

You will examine aspects of personal wellness with emphasis on maintaining a healthy lifestyle.

**Credit unit(s):** 3.0

**Equivalent course(s):** ECE 142, PE 181

| <b>PERS 142 – Personal Wellness</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|--|----------------|------------------|-------------|
| 1. Describe a holistic approach to personal wellness.  |                |                  |             |
| 2. Examine emotional well-being.   |                |                  |             |
| 3. Manage stress.  |                |                  |             |
| 4. Practice good nutrition.  |                |                  |             |
| 5. Examine components of physical fitness.   |                |                  |             |
| 6. Recognize potential health problems common to law enforcement personnel.  |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

#### 2. Challenge exam

Candidates may be required to complete a comprehensive exam that addresses the learning outcomes in this course.

Candidates may be required to complete an assigned journal detailing candidate's life style relating to physical activity and nutrition.

#### 3. Structured interview

Candidates may be required to complete an interview that addresses the learning outcomes in this course.

### Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

Wisotzki, N. (2008). *Fitness and Lifestyle Management for Law Enforcement*. Third Edition



## SFTY 157 – Control Tactics

You will apply techniques for dealing with hostility and aggressive behaviour and develop a self care plan for managing stress in a difficult work environment.

**Credit unit(s):** 3.0

**Prerequisite(s):** LEGL 145 Minimum Grade of 60 or (SECG 140 Minimum Grade of 60 and SECG 141 Minimum Grade of 60)

| <b>SFTY 157 – Control Tactics</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|--|----------------|------------------|-------------|
| 1. Identify the responsibility and authority of peacekeepers.  |                |                  |             |
| 2. Apply tactical communication and conflict management techniques   |                |                  |             |
| 3. Perform defensive techniques  |                |                  |             |
| 4. Apply the legal principles of arrest and detention  |                |                  |             |
| 5. Develop self-care plan.   |                |                  |             |

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

### 2. Skill Demonstration

Candidates may be required to demonstrate skills in learning outcomes 1 to 6 skills.

## SFTY 159 – Community Response to Traumatic Events

You will learn methods to coordinate your community resources and respond to a traumatic event.

**Credit unit(s):** 2.0

| <b>SFTY 159 – Community Response to Traumatic Events</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|---|----------------|------------------|-------------|
| 1. Apply basic emergency management strategies.   |                |                  |             |
| 2. Establish emergency management operations committee.   |                |                  |             |
| 3. Establish emergency operations centre.   |                |                  |             |
| 4. Create evacuation plan.  |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

#### 2. Case Study

The case study relates to the steps and processes involved in responding to a traumatic event in a community.

### Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

SFTY 159 – Community Response to Traumatic Events manual

## SPSY 123 – Suicide Intervention

You will examine suicide in the institutional setting and suicide risk assessment tools. You will learn suicide prevention techniques by completing the Living Works program.

**Credit unit(s):** 1.0

| <b>SPSY 123 – Suicide Intervention</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|---|----------------|------------------|-------------|
| 1. Examine common perspectives on suicide.  |                |                  |             |
| 2. Apply suicide risk assessment.   |                |                  |             |
| 3. Demonstrate suicide intervention techniques.   |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

- Candidates must submit evidence of training that specifically addresses the development of intervention skills and assessment in suicide intervention.
- A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

## SPSY 140 – Addictions

You will examine the theoretical perspectives of addictive behaviours with a focus on substance abuse and problematic gambling.

**Credit unit(s):** 3.0

| <b>SPSY 140 - Addictions</b>  | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|---|----------------|------------------|-------------|
| <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.                        |                |                  |             |
| <b>Competent:</b> I can work independently to apply the outcome.  |                |                  |             |
| <b>None:</b> I have no experience with the outcome.   |                |                  |             |
| 1. Describe theoretical perspectives on addictions.   |                |                  |             |
| 2. Describe effects of psycho active substances.  |                |                  |             |
| 3. Apply intervention skills in dealing with people who are under the influence of alcohol and other drugs. |                |                  |             |
| 4. Describe the link between mental health issues and substance abuse.                                      |                |                  |             |
| 5. Describe fetal alcohol spectrum disorder.  |                |                  |             |
| 6. Practice universal precautions.  |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

#### 2. Challenge exam

Candidates may be required to complete a comprehensive exam that addresses the learning outcomes in this course.

#### 3. Structured interview

Candidates may be required to complete a structured interview that addresses the learning outcomes in this course.

### Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

Addictions course manual

## SPSY 141 – Family Violence Strategies

You will study violence in a family setting. You will apply this knowledge to understanding the perpetrator and the victim when planning interventions in First Nations communities. You will examine the role of community resources available to support families in the community.

**Credit unit(s):** 3.0

| <b>SPSY 141 – Family Violence Strategies</b>   | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|--|----------------|------------------|-------------|
| <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. |                |                  |             |
| <b>Competent:</b> I can work independently to apply the outcome.                     |                |                  |             |
| <b>None:</b> I have no experience with the outcome.                                  |                |                  |             |
| 1. Examine theories and models of family violence.                                   |                |                  |             |
| 2. Describe characteristics of family violence.                                      |                |                  |             |
| 3. Review current legislation dealing with family violence.                          |                |                  |             |
| 4. Describe current strategies for dealing with family violence.                     |                |                  |             |
| 5. Identify community resources providing family support.                            |                |                  |             |

## PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

### 2. Challenge exam

Candidates may be required to complete a comprehensive exam that addresses the learning outcomes in this course.

## Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

Wallace, H. & Roberson, C. (2007). *Family Violence: Legal, Medical, and Social Perspectives*. 6<sup>th</sup> Edition.

## WORK 150 – Field Experience 1

You will observe scheduled events in your community under the supervision of peacekeepers or law enforcement personnel. You will submit detailed observation reports of the assigned activities.

**Credit unit(s):** 0.0

| <b>WORK 150 – Field Experience 1</b>   | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|--|----------------|------------------|-------------|
| <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. |                |                  |             |
| <b>Competent:</b> I can work independently to apply the outcome.                     |                |                  |             |
| <b>None:</b> I have no experience with the outcome.                                  |                |                  |             |
| 1. Observe assigned community activities.  |                |                  |             |
| 2. Prepare detailed observation reports.   |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

## WORK 151 – Field Experience 2

You will participate in assigned community activities which will include cultural events, community events, and school activities. You will also deliver a presentation on an assigned topic within the community.

**Credit unit(s):** 0.0

| <b>WORK 151 – Field Experience 2</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|---|----------------|------------------|-------------|
| 1. Participate in designated community activities.  |                |                  |             |
| 2. Deliver community presentation.  |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

## WORK 152 – Work Experience 3

You will apply skills learned in LEGL 145 Criminal Investigation Procedures in a community setting.

**Credit unit(s):** 0.0

**Prerequisite(s):** LEGL 145 Minimum Grade of 60

| <b>WORK 152 - Work Experience 3</b><br><b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. | Mastery | Competent | None |
|--|---------|-----------|------|
| 1. Investigate complaint of break and enter.   |         |           |      |
| 2. Secure scene of motor vehicle accident.   |         |           |      |
| 3. Gather information from sexual assault complaint.   |         |           |      |
| 4. Secure scene where weapon is involved.  |         |           |      |
| 5. Secure scene where illegal drugs are involved.  |         |           |      |
| 6. Perform traffic stops.  |         |           |      |
| 7. Secure scene involving sudden death.  |         |           |      |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.



## WORK 153 – Field Experience 4

You will perform the role of a peacekeeper in your community.

**Credit unit(s):** 0.0

| <b>WORK 153 – Field Experience 4</b>  | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|---|----------------|------------------|-------------|
| <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else.<br><b>Competent:</b> I can work independently to apply the outcome.<br><b>None:</b> I have no experience with the outcome. |                |                  |             |
| 1. Identify roles and responsibilities of a peacekeeper in a community.   |                |                  |             |
| 2. Participate in designated peacekeeper roles.   |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

## YCW 285 – Conflict Resolution

You will be introduced to conflict theory and the many different ways of resolving interpersonal conflicts. You will examine a model interest based conflict resolution for resolving conflicts and be expected to act as a mediator by applying the different stages of the model. Finally, you will look at mediation within the criminal justice system, as well as; family conferencing and restorative justice on a community based level.

**Credit unit(s):** 3.0

| <b>YCW 285 – Conflict Resolution</b>   | <b>Mastery</b> | <b>Competent</b> | <b>None</b> |
|--|----------------|------------------|-------------|
| <b>Mastery:</b> I am able to demonstrate it well enough to teach it to someone else. |                |                  |             |
| <b>Competent:</b> I can work independently to apply the outcome.                     |                |                  |             |
| <b>None:</b> I have no experience with the outcome.                                  |                |                  |             |
| 1. Describe conflict theory and ways of resolving conflict.                          |                |                  |             |
| 2. Describe the elements and types of conflict resolution.                           |                |                  |             |
| 3. Describe the interest based conflict resolution model.                            |                |                  |             |
| 4. Demonstrate the mediation of a conflict.  |                |                  |             |
| 5. Describe the use of mediation in the criminal justice system.                     |                |                  |             |
| 6. Describe restorative justice and family conferencing.                             |                |                  |             |

### PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

#### 1. Evidence file

A copy of the employer validation checklist must accompany the evidence file and verify training and skills acquired during the course of employment.

- Candidates who have completed 40 hours of mediation training will be granted PLAR for this course.

#### 2. Challenge exam/Assignment

Candidates may be required to complete a comprehensive exam that addresses the learning outcomes in this course.

#### 3. Demonstration

Candidates may be required to submit a videotape that demonstrates skills in learning outcomes 1 to 6.

### Resources

Candidates may find the following resource useful in preparing their PLAR challenge:

YCW 285 Conflict Resolution – course manual

# Indigenous Peacekeeping

## Appendices

## Appendix A: Employment validation letter

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### **Prior Learning Assessment and Recognition**

**Instructions:** The employment validation letter provides a statement of verification of employment in an exceptionality focused setting. The employment validation letter must be printed on letterhead of your current employer and signed by the human resources department indicating the length of employment and working environment(s). A letter template has been provided for your use. Please copy the content below and fill-in the fields as directed. The completed letter should be included with your PLAR evidence and submitted to the PLAR assessor for Indigenous Peacekeeping.

**Letter template** (On employer's business letterhead)

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*Date*

To Whom It May Concern:

I have reviewed the employment records of \_\_\_\_\_ and  
Name of employee/candidate

can verify that the above candidate has been employed by \_\_\_\_\_  
Name of employer

for \_\_\_\_\_  
Length of employment

Please contact me at \_\_\_\_\_ or \_\_\_\_\_  
Phone email

with any questions or for additional information.

Sincerely,

\_\_\_\_\_  
Name

\_\_\_\_\_  
Job title

\_\_\_\_\_  
Signature