

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 3
POLICING IN THE COMMUNITY

Effective date of outline: July 1, 2018

I. LEARNING NEED

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

LEARNING OBJECTIVES

A. Define community policing

1. Community policing is both an organizational and a personal philosophy that promotes police/community partnerships and proactive problem solving to:
 - a. Address the cause of crime.
 - b. Address the fear of perception of crime.
 - c. Improve the overall quality of life in the community.

B. Identify the essential components of community policing, including:

1. Problem solving
2. Addressing quality of life issues
3. Partnerships with the community
4. Partnerships with other agencies
5. Internal and external resources

C. Identify community policing goals, including:

1. Reducing/preventing crime
2. Reducing the fear of crime
3. Improving the quality of life
4. Increasing community:
 - a. Awareness
 - b. Involvement
 - c. Ownership
5. Increasing local government involvement in problem solving

D. Discuss community policing philosophy

1. Agency's operations
2. Partnership with community
3. Community defining priorities for law enforcement

- E. Discuss the history of policing models, including:
 - 1. Traditional
 - 2. Professional
 - 3. Community

- F. Identify peace officer responsibilities in the community, including:
 - 1. Maintaining order
 - 2. Enforcing the law
 - 3. Preventing crime
 - 4. Delivering service
 - 5. Educating and learning from the community
 - 6. Working with the community to solve problems

- G. Differentiate between proactive and reactive policing
 - 1. Proactive identifies anticipated problems and acts in advance address concerns
 - 2. Reactive responds to criminal activity after problem has occurred

- H. Discuss community expectations of peace officers
 - 1. Ensure safety
 - 2. Enforce applicable laws and ordinances
 - 3. Service

- I. Recognize peace officers' responsibilities to enforce the law, including:
 - 1. Adhering to all levels of the law
 - 2. Fair and impartial enforcement
 - 3. Knowing the patrol beat or area of responsibility

- J. Identify the elements of area/beat knowledge, including:
 - 1. Critical sites
 - 2. Locations requiring special attention, i.e. hot spots
 - 3. Potentially dangerous areas

- K. Discuss current and emerging issues that can impact the delivery of services by peace officers
 - 1. Changing demographics
 - 2. Economic shifts
 - 3. Technology
 - 4. Jail overcrowding

5. Cultural diversity
6. Law changes
7. Homeland security

L. Identify the components that comprise communities

1. Families
2. Individuals
3. Neighborhoods
4. Schools
5. Elected officials and government agencies
6. Businesses
7. Media
8. Social Service organizations
9. Religious institutions
10. Law Enforcement agencies

M. Discuss opportunities where peace officers educate and learn from community members

1. Speaking at community meetings
2. Visiting local schools
3. Teaching law courses on the high school/college level
4. Using media to disseminate information
5. Participation in collaborative meetings

N. Identify resources which provide opportunities to educate and learn from the community, including:

1. Community forums
2. Community advisory groups

O. Recognize a peace officer's role in influencing community attitudes

1. Meeting community members
2. Demonstrating integrity
3. Encouraging community partnerships

P. Discuss government expectations of law enforcement and peace officers

1. Enforcing the law
2. Providing Community service
3. Problem solving

II. LEARNING NEED

Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.

LEARNING OBJECTIVES

- A. Define community partnerships
 - 1. Neighborhood residents
 - 2. Schools
 - 3. Businesses
 - 4. Community service groups

- B. Discuss the key elements for developing trust between community partners, including:
 - 1. Truth
 - 2. Respect
 - 3. Understanding
 - 4. Support
 - 5. Teamwork

- C. Discuss the relationship of ethics to the badge of office
 - 1. Law enforcement is ethical conduct symbolized by a badge of office
 - 2. The badge is a symbol of public trust
 - 3. A peace officers character is more important than the badge itself.

- D. Identify the essential partnering skills, including:
 - 1. Leadership
 - 2. Communication
 - 3. Facilitation
 - 4. Community mobilization

- E. Discuss leadership skills in community policing
 - 1. Being ethical
 - 2. Embracing change
 - 3. Demonstrating decisiveness
 - 4. Share command
 - 5. Demonstrate commitment

- F. Define communication
 - 1. Sending and receiving of messages, both verbal and nonverbal, between two or more people.

- G. Recognize the components of a message in communications with others, including:
 - 1. Content (words)
 - 2. Voice characteristics
 - 3. Nonverbal signals

- H. Recognize the potential effects of negative nonverbal signals
 - 1. Making poor impression
 - 2. Contradicting officer
 - 3. Identifying escalating situations

- I. Give examples of effective communication techniques for:
 - 1. Active listening
 - 2. Establishing effective lines of communication
 - 3. Overcoming barriers to communication

- J. Discuss the communication techniques that can be used for obtaining voluntary compliance
 - 1. Ask
 - a. Give subject opportunity to comply
 - 2. Set context
 - a. Explain law/rationale
 - 3. Present options
 - 4. Confirmation
 - a. Subjects understanding of actions and no compliance
 - 5. Act

- K. Define facilitation
 - 1. A consensus building process, which brings together diverse priorities and perspectives toward a desired outcome. Facilitation requires recognizing group dynamics and using those dynamics to ensure everyone has an opportunity to provide input and be respected.

- L. Discuss the components of the facilitation process, including:
 - 1. Being familiar with the issues
 - 2. Establishing meeting guidelines

3. Stating meeting purpose, scope, and need
 4. Stating and clarifying objectives
 5. Prioritizing competing problems and issues
 6. Identifying potential solutions
- M. Apply facilitation techniques reflecting professional behavior, including:
1. Maintaining the focus on the issues and stimulating discussion
 2. Displaying interest in the issues
 3. Leading the group toward problem resolution
 4. Helping participants learn from the problem solving experience
 5. Dealing calmly and respectfully with unexpected incidents
 6. Maintaining objectivity
- N. Give examples of obstacles that officers may encounter when developing community partnerships
1. Internal
 2. External
 3. Stereotypes
 4. Us vs. them mentality
- O. Define community mobilization
1. A continual process of identifying, bringing together, and involving community members for crime prevention and problem solving. Discuss the elements of the community mobilization process
- P. Discuss the elements of the community mobilization process, including:
1. Getting people involved
 2. Identifying community resources (skills)
 3. Calling for action
 4. Educating the public
 5. Taking responsibilities for public safety and quality of life
 6. Sustaining effort
- Q. Discuss community mobilization methods
1. Internet
 2. Flyers
 3. Email alerts
 4. Meetings
 5. Events
 6. Media

- R. Discuss the benefits of maintaining a positive relationship with the news media
1. Aiding in crime prevention
 2. Aiding in investigations
 3. Assisting in apprehension of suspect(s)
 4. Warning society of danger
 5. Influencing public opinion
 6. Promoting positive image of law enforcement
 7. Improving communication between department and community
- S. Discuss the components of a community inventory, including:
1. Partners
 2. Stakeholders
 3. Community collaboration
 4. Define homeland security
- T. Identify the benefits of integrating community mobilization and homeland Security
1. Prevent terrorist attacks
 2. Respond to terrorist incidents
 3. Drawing community to citizen involvement

III. LEARNING NEED

Peace officers need to recognize that effective problem solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community.

LEARNING OBJECTIVES

- A. Define the term “problem”
1. Two or more incidents that are similar in nature, causing harm with an expectation police will do something about it.
- B. Identify the elements of the crime triangle, including:
1. Victim
 2. Offender
 3. Location
- C. Discuss the Broken Windows Theory
1. A theory developed by James Q Wilson and George Kelling basing that an unchecked problem may lead to other problems.

D. Define problem solving

1. A comprehensive planning process that attempts to attain long-term benefits through effectively
 - a. Identifying problems and responsibilities
 - b. Collecting and analyzing information concerning the problem
 - c. Developing responses
 - d. Evaluating response to determine effectiveness

E. Distinguish between Problem Oriented Policing (POP) and Community Policing (CP)

1. Problem oriented policing (POP) is the analysis of problem(s) with collaboration with the community depending on the problem
2. Community policing (CP) is the all-encompassing philosophy, includes problem oriented policing and engages the community in the policing process. It is a practice involving problem solving in partnership with the community.

F. Define and discuss a problem solving strategy

1. Identify the steps of the SARA model
 - a. Scanning - Identifying the problem(s)
 - b. Analysis - Collecting and examining information
 - c. Response - Developing and implementing solutions based on analysis
 - d. Assessment - Evaluating the effectiveness of the strategy selected

G. Apply a problem solving strategy

1. The SARA model
 - a. Specific
 - b. Can problem be identified
2. Measurable
 - a. Will harm from problem be reduced
 - b. Did incidents decrease
 - c. Is action legal, moral, ethical
3. What is expected outcome?
4. Attainable
 - a. Wins acceptable
 - b. Can problem referred for successful
5. Realistic
 - a. Can problem be eliminated?
 - b. Can problem be reduced?
 - c. If so, what harm will be caused by reducing the problem?

- d. Will efforts merge problem to different location?
 - 6. Timely
 - a. Realistic expectation to attain solution
 - b. Solution really needed?
- H. Define crime prevention
 - 1. Crime prevention is the anticipation, recognition, and appraisal of a crime risk, coupled with specific actions, which can be taken to remove or reduce risk.
- I. Identify crime prevention strategies
 - 1. Anticipating criminal activity
 - 2. Identifying crime problems
 - 3. Action to remove/reduce criminal activity
- J. Give examples of crime risk factors
 - 1. Commercial establishments
 - 2. Residences
 - 3. Vehicles
 - 4. Citizens
- K. Identify methods for recognizing crime problems
 - 1. Exchanging information with other officers
 - 2. Using crime analysis information
- L. Define Crime Prevention Through Environmental Design (CPTED)
 - 1. A scientific approach that seeks to change environmental conditions to make a location more crime resistant.
- M. Identify the principles of Crime Prevention Through Environmental Design (CPTED)
 - 1. Natural surveillance
 - 2. Access control
 - 3. Territorial reinforcements
 - 4. Image
- N. Discuss crime prevention programs within the community
 - 1. Community watch
 - 2. Operation identification
 - 3. Child identification and fingerprinting
 - 4. Drug and alcohol education

5. Gang awareness
6. High tech crimes

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources. At a minimum, each activity must address how peace officers, agencies and communities benefit from community policing.
- B. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.
 1. The SARA model
 2. Scanning - Identifying the problem(s)
 3. Analysis - Collecting and examining information
 4. Response - Developing and implementing solutions based on analysis
 5. Assessment - Evaluating the effectiveness of the strategy selected
- C. The student will participate in a role-playing learning activity that simulates a public problem-solving meeting with conflicting positions about a local issue. The activity shall focus on and generate discussion, during and after the activity, based upon the following:
 1. Community policing philosophy
 2. Community mobilization
 3. Partnerships
 4. Leadership
 5. Facilitation techniques
 6. Communication skills
- D. The student will participate in learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to produce identification. The student will demonstrate the communication skills to resolve the conflict including:
 1. Making an "ethical appeal" based upon a peace officer's professional presence and providing the subject with an opportunity to voluntarily comply (asking)
 2. Identifying the law, policy, or rationale that applies to the situation, answering the subject's implied question "why?", and providing another opportunity for the subject to voluntarily comply (setting context)
 3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)

4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>18</u>
Agency Specific Hours	<u> </u>
Total Instructional Hours	<u>18</u>