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

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.   Organizational philosophy
2.   Personal philosophy
3.   Police/Community partnerships
4.   Proactive problem solving

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
6.   Recognition of shared responsibilities

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.   Partnership w/law enforcement & community
2.   Benefits
3.   "Us vs. Them"

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.   RE: responding to criminal activity
     2.   RE: handling each call as separate incident
     3.   PRO: anticipating problems
     4.   PRO: prevention / minimization strategies

H.   Discuss community expectations of peace officers

     1.   Maintaining order
     2.   Quality of life
     3.   Objective enforcement
     4.   Visible presence
     5.   Upholding individual's rights

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.   Demographics
     2.   Economic shifts

3. Technology
4. Cultural diversity
5. Changes in law
6. Homeland security

L. Identify the components that comprise communities

1. Importance of group recognition
2. Common interests/needs
3. Families
4. Neighborhoods
5. Individuals
6. Schools
7. Elected officials
8. Local Govt. agencies
9. Businesses
10. Media
11. Social services
12. Religious institutions
13. Law enforcement agencies

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

1. Law enforcement web sites
2. Planned discussions/public forums
3. Community activities/service groups
4. School visits

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. Encourage participation
2. Mutual problem solving
3. Beat knowledge

P. Discuss government expectations of law enforcement and peace officers

1. Calls for service
2. Response times
3. Reducing/controlling crime
4. Providing quality service

5. Enforcing the law
6. Reducing/eliminating civil liability
7. 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. Discuss definitions
2. Importance of trust

3. Discuss ethics and badge of office
4. Essential partnering skills

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. Character
2. Integrity
3. Authority

D. Identify the essential partnering skills, including:

1. Leadership
2. Communication
3. Facilitation
4. Community mobilization

E. Discuss leadership skills in community policing

1. Conduct
2. Open mindedness
3. Creativity
4. Decision making

5. Managing responsibility
6. Communication skills

F. Define communication

1. Modes
2. Roles (2 people = 6 people)
3. Content, Voice, Tone, Pace, Pitch, Modulation & Proxemics

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. Officer Safety
2. Words Vs. ONV
3. Misreading the Scene

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. 5 Step Hard Style
2. 8 Step Vehicle Stop
3. L.E.A.P.S.
4. P.A.C.E.
5. Paraphrasing

K. Define facilitation

1. Enhance group dynamics using facilitation strategies
2. Student-centered learning environment that promotes critical thinking and problem solving without fear of failure
3. Using adult learning models and cognitive taxonomies in lesson design
4. Use a set of interventions during teaching that are emotionally safe
5. Enable students to do their best thinking
6. Understand and use the power of Paralanguage
7. Design "real world" training that supports critical thinking skills

8.   Promote a "learning by doing" environment
9.   Students to become immersed in the process that enhances their skills and ability to apply thought concepts

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.   Time to problem solve
4.   Stereotypes
5.   Expectations

O.   Define community mobilization

1.   Discuss definition

2.   Mobilization Methods
3.   News media
4.   Community inventory

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/Email
    2.   Flyers
    3.   Meetings
    4.   Events
    5.   Media

R.   Discuss the benefits of maintaining a positive relationship with the news media

    1.   Disseminating suspect/victim info
    2.   Aiding in crime prevention/investigations
    3.   Warning the public of potential dangers
    4.   Recruiting
    5.   Influencing public opinion/law enforcement image

S.   Discuss the components of a community inventory, including:

    1.   Partners
    2.   Stakeholders
    3.   Community collaboration

T.   Define homeland security

    1.   Homeland security
    2.   Terrorism

    3.   Community Volunteers
    4.   Supporting Homeland Security

U.   Identify the benefits of integrating community mobilization and homeland security

    1.   Preventing attacks
    2.   Reducing vulnerability
    3.   Minimizing damage
    4.   Facilitating recovery

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.   Definition
  2.   Elements
  3.   Perspectives

B.   Identify the elements of the crime triangle, including:

  1.   Victim
  2.   Offender
  3.   Location

C.   Discuss the Broken Windows Theory

  1.   Define
  2.   Discuss of examples - causes/symptoms/results

  3.   Causes, Symptoms and Results

D.   Define problem solving

  1.   Effectiveness
  2.   Long-term benefits

  3.   Community Engagement

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

  1.   Philosophy
  2.   Approach

  3.   Partnership
  4.   Mobalization

F.   Define and discuss a problem solving strategy

  1.   S.A.R.A.
       d.   Scanning - Identifying the problem(s)
       e.   Analysis - Collecting and examining information
       f.   Response - Developing and implementing solutions based on analysis
       g.   Assessment - Evaluating the effectiveness of the strategy selected

G.   Apply a problem solving strategy

  1.   S.M.A.R.T.S.
  2.   Classroom exercise

3. Sustainability

H. Define crime prevention

    1. Discuss definition
    2. Anticipation
    3. Recognition
    4. Appraisal

I. Identify crime prevention strategies

    1. Anticipating criminal activity
    2. Recognizing crime risks
    3. Identifying crime problems
    4. Taking action

J. Give examples of crime risk factors

    1. Commercial establishments
    2. Residences & neighborhoods
    3. Vehicles
    4. Vulnerable individuals (i.e. elderly, children)

K. Identify methods for recognizing crime problems

    1. Community eyes & ears
    2. Other law enforcement
    3. Crime analysis

L. Define Crime Prevention Through Environmental Design (CPTED)

    1. Definition
    2. Solicit examples – residential/commercial
    3. Success stories

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. Law enforcement programs
    2. School programs

3. Other resources

IV. REQUIRED TESTS

A. The POST-Constructed Comprehensive RBC Test 1.

B. The POST-Constructed Comprehensive RBC Test 2.

C. The POST-Constructed Comprehensive RBC Test 3.

II. 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.

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)

Description	Hours
POST Minimum Required Hours	18
Agency Specific Hours	0
Total Instructional Hours	18