

# Community Policing Strategies

## Course Outcome Summary

### Course Information

|                                |                                |
|--------------------------------|--------------------------------|
| Organization                   | Madison Area Technical College |
| Developers                     | Martin S. Redmann              |
| Development Date               | 1/3/2002                       |
| Course Number                  | 10-504-165                     |
| Instructional Level            | Associate Degree               |
| Potential Hours of Instruction | 54                             |
| Total Credits                  | 3                              |

### Description

Identifies principles, techniques and behaviors that promote community service and effective interaction with a multi-cultural, multiethnic society. Also identifies principles and techniques of decision-making and problem-oriented policing. Explores the principles and techniques of crime prevention. Meets LESB performance objectives.

### Types of Instruction

| Instruction Type       | Contact Hours | Credits |
|------------------------|---------------|---------|
| Classroom Presentation | 54            | 3       |

### Textbooks

Linda S. Miller and Karen M. Hess. *The Police In the Community*. Wadsworth. 2002. **Edition:** Third. **Pages:** 482. **ISBN:** 0-534-53946-7. **Source:** MATC Bookstore.

### Learner Supplies

E Mail address. **Manufacturer:** MATC or Private source.

### Prerequisites

Completion of first-year courses

### Competencies

- A. **Explore the evolution of community policing**  
**Competence will be demonstrated:**
- A.1. in classroom discussions
  - A.2. upon achieving a minimum of 70 percent on a written assignment
  - A.3. in a written examination
- Criteria - Performance will be satisfactory when:**
- A.1. you identify when "modern" policing began
  - A.2. you explain when Sir Robert Peel's principles emphasize
  - A.3. you explain the three eras of policing
  - A.4. you recognize what the professional model of policing emphasizes

- A.5. you identify some common types of crime prevention programs
- A.6. you summarize community policing

**B. Examine the role of the police**

**Competence will be demonstrated:**

- B.1. in a classroom discussion
- B.2. upon achieving a minimum of 70 percent on a written assignment
- B.3. in a written examination

**Criteria - Performance will be satisfactory when:**

- B.1. you explain what a mission statement is
- B.2. you summarize how police spend the majority of their time
- B.3. you identify how law enforcement agencies have traditionally been organized
- B.4. you examine how the makeup of the police force has changed in recent years
- B.5. you examine a negative contact

**C. Examine the community**

**Competence will be demonstrated:**

- C.1. in classroom discussions
- C.2. upon achieving a minimum of 70 percent on a written assignment
- C.3. in a written examination

**Criteria - Performance will be satisfactory when:**

- C.1. you explain what a social contact is
- C.2. you summarize community
- C.3. you identify what the broken window phenomenon refers to
- C.4. you examine the power structures that exist within a community
- C.5. you distinguish between the medical model and justice model viewing of criminals
- C.6. you summarize restorative justice

**D. Examine problem-oriented policing and problem solving**

**Competence will be demonstrated:**

- D.1. in a classroom discussion
- D.2. upon achieving a minimum of 70 percent on a written assignment
- D.3. in a written examination

**Criteria - Performance will be satisfactory when:**

- D.1. you identify who is credited with originating problem-oriented policing
- D.2. you summarize what problem solving requires police to do
- D.3. you explain the first step in Goldstein's problem-oriented policing model
- D.4. you reproduce the four stages of problem solving used in the SARA model
- D.5. you summarize crime-specific planning

**E. Interpret community policing**

**Competence will be demonstrated:**

- E.1. in classroom discussions
- E.2. upon achieving a minimum of 70 percent on a written assignment
- E.3. in a written examination

**Criteria - Performance will be satisfactory when:**

- E.1. you identify what basic changes are required in making the transition to community-oriented policing

- E.2. you explain what a department's vision statement should include
- E.3. you identify what a strategic plan includes
- E.4. you summarize the common pitfalls in making the transition to a community policing philosophy

**F. Analyze basic interpersonal skills - one-on -one**

**Competence will be demonstrated:**

- F.1. in classroom discussions
- F.2. upon achieving a minimum of 70 percent on a written assignment
- F.3. in a written examination

**Criteria - Performance will be satisfactory when:**

- F.1. you explain how a person's world-view is largely created
- F.2. you summarize what police officers must recognize in themselves
- F.3. you summarize empathy
- F.4. you explain why police officers may have more barriers to communicate than other professionals
- F.5. you examine the four-minute barrier
- F.6. you recognize what networking is and how it works

**G. Identify diversity and community policing**

**Competence will be demonstrated:**

- G.1. in a classroom discussion
- G.2. upon achieving a minimum of 70 percent on a written assignment
- G.3. in a written examination

**Criteria - Performance will be satisfactory when:**

- G.1. you summarize ethnocentrism
- G.2. you explain the three schools of thought on what happens when more than one culture inhabits the same territory
- G.3. you identify the types of diversity found in the United States
- G.4. you examine the one main barrier frequently associated with ethnic/racial diversity
- G.5. you summarize racism
- G.6. you summarize racial profiling
- G.7. you explain how religious diversity affects community policing
- G.8. you recognize the three basic socio-economic classes and what they are based upon
- G.9. you summarize poverty syndrome
- G.10. you examine bias or hate crimes

**H. Examine disabilities and the elderly**

**Competence will be demonstrated:**

- H.1. in a classroom discussion
- H.2. upon achieving a minimum of 70 percent on a written assignment
- H.3. in a written examination

**Criteria - Performance will be satisfactory when:**

- H.1. you recognize the most important guideline for interacting with individuals with disabilities
- H.2. you identify what disabilities police officers might frequently encounter

- H.3. you recognize how epilepsy can mimic intoxication or a drug high
- H.4. you reproduce the four civil criteria for detainment and commitment of the mentally ill in Wisconsin
- H.5. you explore the behaviors of Alzheimer's sufferers have that may bring them in contact with the police
- H.6. you examine the Alzheimer's disease resembles to intoxication

**I. Illustrate building bridges with youths and gang members**

**Competence will be demonstrated:**

- I.1. in classroom discussions
- I.2. upon achieving a minimum of 70 percent on a written assignment
- I.3. in a written examination

**Criteria - Performance will be satisfactory when:**

- I.1. you summarize the three kinds of youths that are combined into one "jurisdictional pot"
- I.2. you contrast how a welfare model and a justice model differs and explains which is most often currently used
- I.3. you summarize what the Big Ds of juvenile justice are
- I.4. you explain the special needs that youths have that police officers should be familiar with
- I.5. you summarize what factors contribute to teen violence
- I.6. you examine what needs are served by street gangs
- I.7. you identify what can be an effective crime-fighting tool against gangs
- I.8. you identify why a community might be ambivalent toward gangs

**J. Examine interactions with victims and witnesses**

**Competence will be demonstrated:**

- J.1. in classroom discussions
- J.2. upon achieving a minimum of 70 percent on a written assignment
- J.3. in a written examination

**Criteria - Performance will be satisfactory when:**

- J.1. you summarize how extensive victimization is
- J.2. you examine how victims may be affected
- J.3. you identify who is most at risk of being victimized
- J.4. you recognize elder abuse
- J.5. you explain the rights victims have in Wisconsin
- J.6. you summarize the usual police responses to cases of elder abuse

**K. Examine forming partnerships with the media**

**Competence will be demonstrated:**

- K.1. in classroom discussions
- K.2. upon achieving a minimum of 70 percent on a written assignment
- K.3. in a written examination

**Criteria - Performance will be satisfactory when:**

- K.1. you summarize the common goals of the media and the police
- K.2. you explain why the police-media relationship can be called symbiotic
- K.3. you recognize which amendment protects "freedom of speech"
- K.4. you summarize what "off the record" really means

K.5. you analyse how to enhance the safety of members of the media during explosive situations

K.6. you defend the appropriateness and justifiability of lying to the media

**L. Analyze early experiments in crime prevention and the evolution of community policing strategies**

**Competence will be demonstrated:**

L.1. in classroom discussions

L.2. upon achieving a minimum of 70 percent on a written assignment

L.3. in a written examination

**Criteria - Performance will be satisfactory when:**

L.1. you summarize what the most commonly implemented crime prevention programs traditionally have been

L.2. you examine the types of special crime watches that have been used

L.3. you identify what a police-school liaison program is and what its dual roles are

L.4. you explain what the Commercial Demonstration Project in Portland found

L.5. you explore the successfulness of the McGruff national campaign

**M. Recognize violence prevention techniques**

**Competence will be demonstrated:**

M.1. in classroom discussions

M.2. upon achieving a minimum of 70 percent on a written assignment

M.3. in a written examination

**Criteria - Performance will be satisfactory when:**

M.1. you summarize what causes violence

M.2. you explore the three strategies suggested for general violence prevention

M.3. you summarize the strategy for each phase suggested by the National Crime Prevention Council

M.4. you recognize what cultural diversity issue must be addressed when forming partnership to prevent domestic violence

M.5. you explain what the CD-CP Model emphasizes

**N. Explore policing our youth**

**Competence will be demonstrated:**

N.1. in classroom discussions

N.2. upon achieving a minimum of 70 percent on a written assignment

N.3. in a written examination

**Criteria - Performance will be satisfactory when:**

N.1. you identify what important group is often overlooked when implementing the community-policing philosophy

N.2. you lay out how negative attitudes toward the police can be changed

N.3. you summarize what the youth development strategy involves

N.4. you explore the GREAT program

N.5. you summarize what additional strategies the National Crime Prevention Council recommends

**O. Examine adapting community policing to drug crimes**

**Competence will be demonstrated:**

O.1. in classroom discussions

O.2. in a written examination

**Criteria - Performance will be satisfactory when:**

- O.1. you summarize synergism and how it relates to crime prevention efforts
- O.2. you explain what the Weed and Seed program does
- O.3. you identify the key to reducing drug abuse
- O.4. you contrast and compare the conservative and liberal crime control strategies