COMMUNITY POLICING DEFINED
ELEARN COURSE OVERVIEW & OUTLINE

Community Policing Defined

Overview

For over three decades, the key components of community policing – community partnerships, organizational transformation, and problem solving – have been a driving force in American law enforcement. Yet for all of its past success, community policing may never have been as vital to law enforcement and the well-being of our communities as it is today.

Community Policing Defined is an interactive online course designed to provide participants with a basic awareness and understanding of the fundamental principles and best practices of community policing. Based on the Department of Justice, COPS Office publication of the same name, *Community Policing Defined* not only describes the practice of community policing but also examines how it can be effectively applied.

Comprised of four modules, the course explores partnerships, problem solving and organizational transformation as they relate to specific issues and challenges facing today's law enforcement professionals and the communities they serve. As such, it is a valuable and appropriate training opportunity for a wide variety of law enforcement and public-safety professionals, ranging from new hires to experienced personnel, as well as community leaders, business owners and other community stakeholders.

Utilizing a blended learning approach, *Community Policing Defined* prompts users to actively navigate through the course's comprehensive content which includes on-screen text, graphics, and narration. Designed with the criminal justice practitioner in mind, *Community Policing Defined* allows participants to start, stop, and resume the training based on their schedule and demands of the day. The design feature allows adult learners the flexibility to determine their own pace and sequence for completing the course.

Scope

Community Policing Defined delivers a comprehensive, blended-learning training program designed to provide participants with an overview and broad familiarization with key concepts and principles of community policing in the 21st century.

Target Audience

The *Community Policing Defined* eLearn course is designed as a professional development program and is intended for public safety practitioners. It is ideal for public safety personnel of all assignments representing agencies of all sizes and

demographics interested in better serving their communities through community policing. It may also be a valuable educational tool for non-law enforcement community stakeholders to enhance their awareness of community policing efforts.

This no-cost training is supported by the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS). An unlimited number of participants from any given agency may participate in VCPI's eLearn programs.

Prerequisites/Requirements

Although there are no prerequisites, participants with a fundamental knowledge of community policing principles and practices are encouraged to participate.

Participants will need access to a computer with reliable internet access and speakers. The course utilizes technology-enhanced media that includes on-screen text, graphics, narration, and video segments in an interactive and user-friendly eLearn environment.

Course Length

The *Community Policing Defined* eLearn course requires a minimum of 4 hours of uninterrupted run-time. Participants should expect to spend between 8 and 12 hours to complete the course. Participants may start, stop, and resume their work in the course at any point, based on the demands of their schedule.

Testing/Examination

The *Community Policing Defined* course utilizes a standalone exam (post-test) based on the program's curriculum content. VCPI does not have a pass/fail requirement for eLearn participation. Upon submission of the exam, participants may print a transcript of the exam that includes marked questions and the participant's score. The following questions are used by the VCPI eLearn center to generate the twelve (12) question post-course exam.

1. What role does community policing have in addressing new and emerging crimes and threats?
    a. Community policing facilitates timely exchanges of information and intelligence.
    b. Community policing establishes communication within communities.
    c. Community policing provides law enforcement and public safety professionals with an opportunity to earn and establish trust within the community.

      d. All of these.

2. Which era of modern policing is typically associated with widespread corruption?
   a. Post 9-11 era
   b. Community policing era
   c. Professional era
   d. Political era

3. Which generation is also known as the "me" generation?
   a. Generation Y
   b. Generation X
   c. Traditionalist
   d. Baby Boomer

4. _____ are individuals or agencies who try to prevent harm from coming to potential victims.
   a. Controllers
   b. Perpetuators
   c. Guardians
   d. Offenders

5. According to the Community Policing Defined course, this popular adage is a powerful principle that applies to the organizational structure and management.
   a. Nothing ventured, nothing gained.
   b. Form follows function.
   c. Easier said than done.
   d. Strike while the iron is hot.

6. Community policing is based on the premise that the police need collaboration with the communities they serve to be truly effective.
   a. True
   b. False

7. Defined as the organization's collective personality, _____ has the potential to impact nearly all aspects of organizations' operational and administrative functions.
   a. Organizational culture
   b. Partnerships
   c. Problem solving
   d. Organizational functions

8. In the context of community policing, _____ is perhaps one of the most important catalysts to implement and sustain meaningful change.
   a. Seniority based promotions

    b. Training

    c. Creative staffing

    d. Hammurabi's Code

9. SARA stands for:

    a. Scanning / Answers / Reaction / Administration

    b. Scanning / Analysis / Response / Assessment

    c. Scanning / Analysis / Reaction / Assessment

    d. Scanning / Administration / Response / Analysis

10. This is one of the most common hurdles to organization transformation.

    a. Resistance to change

    b. Complacency

    c. Community members

    d. None of these

11. Which of the following are comprised of property and business owners who voluntarily pay a special assessment in addition to their regular taxes and are a great example of a partnership between a law enforcement agency and a community group?

    a. Business Improvement Districts

    b. Loyalty Rewards Cards

    c. Community Watch Programs

    d. Citizens Police Academies

12. Which of the following components of community policing is defined as the alignment process that creates an environment in which partnerships can be developed and problem solving can be practiced?

    a. Organizational Transformation

    b. Problem Solving

    c. Partnerships

    d. None of these

Course Reference List

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Course Design Matrix

Course Modules

Module 1 – Course Introduction
Module 2 – Partnerships
Module 3 – Organizational Transformation
Module 4 – Problem Solving
Module 1 – Introduction to *Community Policing Defined*

<u>Introduction</u>:

Module 1 begins with a brief tutorial on how to use VCPI's online learning system. Following that, the module explores the theory and practice of community policing and how it can improve the success of a law enforcement agency by encouraging partnerships and solving problems in the community. Module 1 presents a brief history of the law enforcement profession and its evolution into the community policing model we have today, complete with examples of how agencies might use community policing principles to handle situations differently than with traditional law enforcement methods.
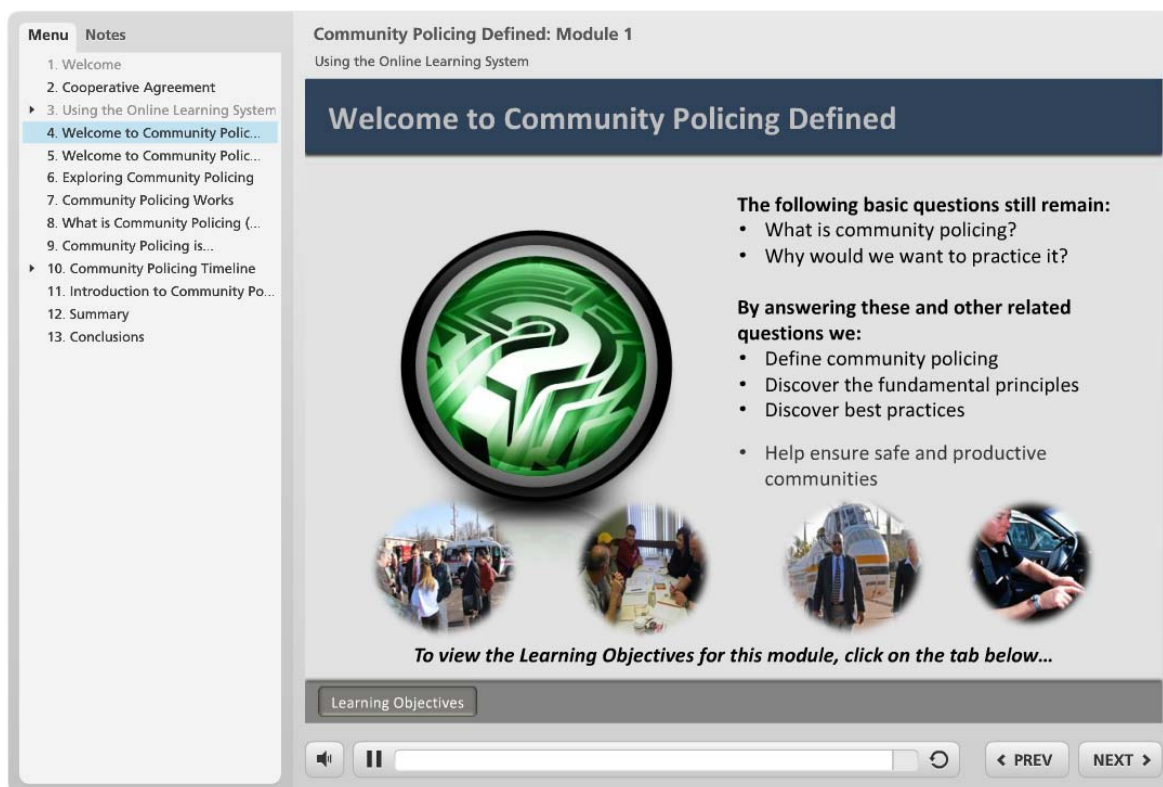

Figure 1. Module 1 introduces the online learning platform and explores community policing and the reasoning behind the theory.

<u>Learning Objectives</u>:

- Provide participants with a basic awareness and understanding of the fundamental principles, best practices, and definition of community policing
- Highlight examples of ways in which a law enforcement agency can interact, partner, and work closely with members of the community in order to achieve a high level of community satisfaction and agency success
- Examine the tangible means by which to build or improve the relationship between law enforcement agencies and the communities they serve

Topic Outline:

I. Welcome
II. Cooperative Agreement
III. Using the Online Learning System
    a. Search
    b. Notes
    c. Outline
    d. Attachments
    e. Screen Controls
    f. Screen Layout
    g. Main Content Area
    h. Status Bar
IV. Learning Objectives
V. Exploring Community Policing
    a. Module Previews
        i. Module 1: Introduction
        ii. Module 2: Partnerships
        iii. Module 3: Organizational Transformation
        iv. Module 4: Problem Solving
    b. Community Policing Works
    c. What is Community Policing
    d. Understanding the Past: Community Policing Timeline
        i. Introduction
        ii. Hammurabi's Code
        iii. Volunteer Watch
        iv. Home Rule
        v. Day & Night Watch
        vi. Early Policing
        vii. Political Era
        viii. Professional Era
        ix. Transition
        x. Community Policing Era
        xi. Broken Windows
        xii. Consequences of Change
VI. Summary
VII. Conclusions

Module 2 – Partnerships

Introduction:

Community members expect to be participants and partners in the conversation about public safety. For this reason, Module 2 focuses on exploring real-world examples of

how partnerships are integral to effective community policing, identifying community stakeholders with whom to partner and understanding why they are important to any community policing effort. Participants also explore strategies on how to form meaningful community partnerships, as well as how to maximize their potential.

Figure 2. Information is presented in various ways to the participants in VCPI eLearn courses.

<u>Learning Objectives</u>:

- Provide participants with a basic awareness and definition of collaborative partnerships utilized in community policing
- Examine the importance of developing and maintaining long-term positive relationships with the community
- Highlight examples of effective collaborative partnerships

<u>Topic Outline</u>:

I. Welcome
II. Cooperative Agreement
III. Community Policing's Role in Partnerships
IV. Community Policing Partnerships
    a. Learning Objectives
V. Exploring Partnerships

a. What are Partnerships?
b. Community Expectations
    i. Building Trust
    ii. Partnerships with Groups
    iii. Business Improvement Districts
c. Effective Partnerships
    i. Partnering with Schools
    ii. Partnering with Media
    iii. Partnering with Businesses
    iv. Government Partnerships
        1. Traffic Engineering Department
        2. Parks and Recreation Department
        3. Social Services
        4. Fire Services and Other Public Safety Agencies
    v. Non-Governmental Partnerships
        1. Volunteer Organizations
        2. Not-for-Profit Organizations
        3. Community Members
        4. Virtual and Social Media Groups
d. How to Form a Partnership
    i. Can't Do It Alone
    ii. Collaboration and Implementation
    iii. The Collaboration Toolkit
e. Summary
f. Conclusion

Module 3 – Organizational Transformation

Introduction:

Transforming an agency from a traditional model of policing into one that fully supports community policing can be a difficult process, requiring time and a long-term commitment. Module 3 defines organizational transformation and examines the obstacles to effective implementation that stem from agency culture. Module 3 also proposes a road map to change and explores organizational culture as it relates to building partnerships and problem solving.
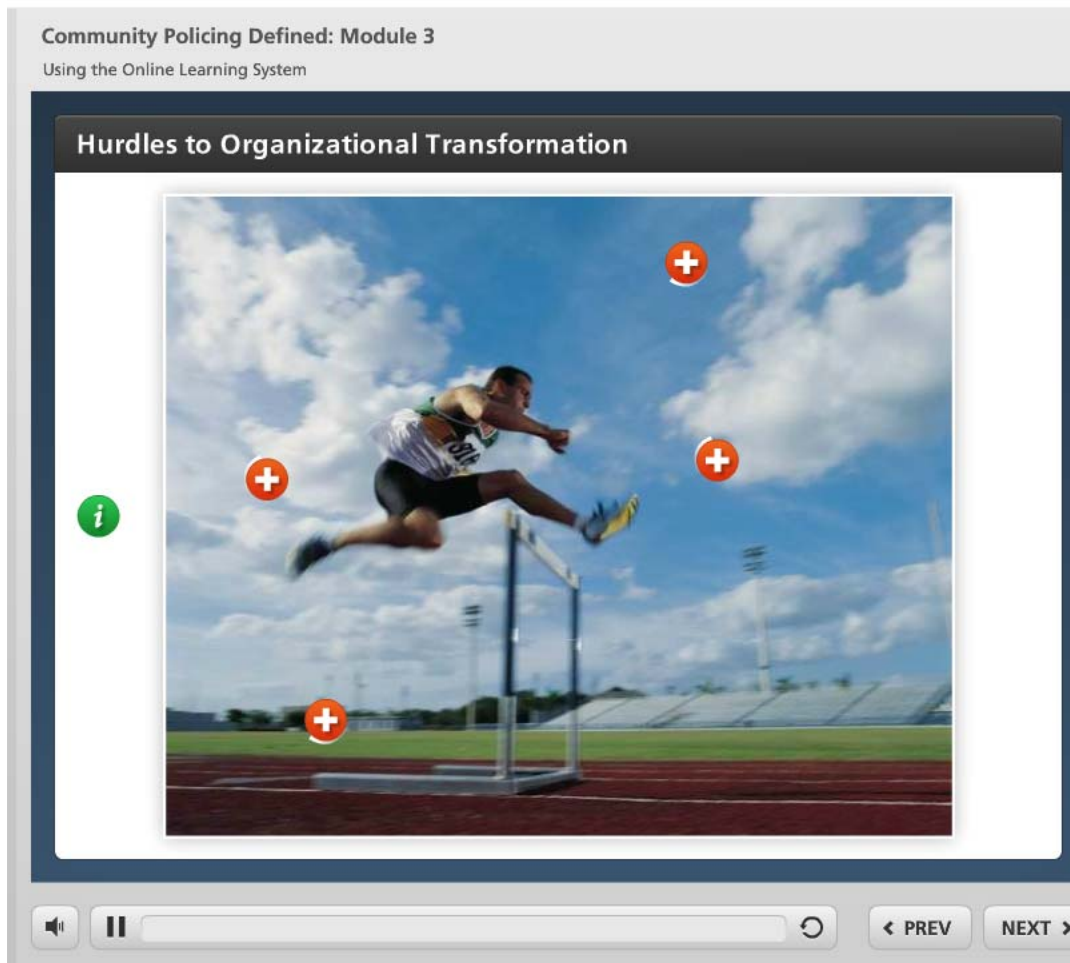
Figure 3. Each screen has different ways of making the online learning experience dynamic and interactive for the eLearn user.

Learning Objectives:

- Define the organizational transformation component of community policing
- Demonstrate relevance of organizational transformation to building partnerships and practicing problem solving
- Examine organizational transformation in terms of culture, structure, and function
- Consider the value of leadership and training as catalysts for organizational transformation

Topic Outline:

I.   Welcome
II. Cooperative Agreement
III. Defining Organizational Transformation

a.   Learning Objectives
IV. Exploring Organizational Transformation
    a.   What is Organizational Transformation?
        i.   COPS Office Definition
    b.   Hurdles to Organizational Transformation
        i.   Effective Implementation
        ii.   Resistance to Change
        iii.   Organizational Functions
        iv.   Organizational Culture
    c.   Road Map to Organizational Transformation
        i.   Developing Goals
        ii.   Objectives
        iii.   Communication Infrastructure
        iv.   Vision, Mission, Values
    d.   Navigating Organizational Transformation
        i.   Decision Making
        ii.   Policies and Management Directives
        iii.   Decentralization
        iv.   Long-Term Assignments
        v.   Resource Allocation
        vi.   Specialization and Collaboration
    e.   Catalysts of Organizational Transformation
        i.   Training
        ii.   Performance Evaluation
        iii.   Recruitment and Retention
        iv.   Technology
        v.   Transformational Leadership
        vi.   Utilizing Informal Leadership
        vii.   Agency Transparency
V. Summary: Working with the Community
VI. Conclusion

Module 4 – Problem Solving

<u>Introduction</u>:

What role does problem solving play in community policing? Module 4 explores the basics of problem-oriented policing and a common approach used by many community policing agencies to identify and solve repeat crime and community problems: the SARA model. The SARA model (Scanning, Analysis, Response, Assessment) allows agencies to scan through multiple data sources, conduct a thorough analysis of a problem through the lens of the crime triangle, formulate a response, and continuously assess the impact of the response to the problem.

Figure 4. A variety of interactive figures are used to engage the eLearn users.

Learning Objectives:

- Define the problem-solving component of community policing
- Explore problem-oriented policing and its role in effective problem solving
- Consider the problem solving processes and methodologies of the SARA model
- Consider the role of the Crime Triangle (Problem Analysis Triangle) as a complementary tool to the SARA model

Topic Outline:

I. Welcome

II. Cooperative Agreement
III. The Role of Problem Solving
IV. Learning Objectives
V. What is Problem Solving?
VI. Exploring Problem Solving
VII. The SARA Model
   a. Scanning
      i. Defining a Problem
      ii. Step One: Identify the Problem
      iii. Step Two: Select Problems that Meet the Definition
      iv. Step Three: Prioritize Problems
      v. Step Four: State the Problem Behavior
   b. Analysis
      i. The Crime Triangle
      ii. List the Questions for Analysis
      iii. Redefine the Problem
      iv. Develop Hypothesis, Set Goals, and Identify Resources
   c. Response
      i. Goals, Objectives, and Strategies
      ii. Response Plan Steps
      iii. The Range of Possible Response Alternatives
   d. Assessment
      i. Was the Plan Implemented as Designed?
      ii. Was the Plan Effective?
      iii. Measurements
   e. Summary
   f. Conclusion