

**TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #03
POLICING IN THE COMMUNITY**

July 1, 2018

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X

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

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

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X		X			X	X
X		X			X	
X		X			X	
X		X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	

- D. Discuss community policing philosophy
- 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
- H. Discuss community expectations of peace officers
- 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

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X	X	X			X	X
X			X		X	
X	X	X			X	
X			X		X	
X			X		X	
X			X		X	
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X

- K. Discuss current and emerging issues that can impact the delivery of services by peace officers
- L. Identify the components that comprise communities
- M. Discuss opportunities where peace officers educate and learn from community members
- 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
- P. Discuss government expectations of law enforcement and peace officers

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

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X	X	X			X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X			X		X	X
X			X		X	

- C. Discuss the relationship of ethics to the badge of office
- D. Identify the essential partnering skills, including:
 - 1. Leadership
 - 2. Communication
 - 3. Facilitation
 - 4. Community mobilization
- E. Discuss leadership skills in community policing
- F. Define communication
- 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
- 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
- K. Define facilitation

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X			X		X	
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X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
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X			X		X	X
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

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

O. Define community mobilization

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

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X			X		X	
X			X		X	
X			X		X	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	
X			X		X	X

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

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

1. Partners
2. Stakeholders
3. Community collaboration

T. Define homeland security

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

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”

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

1. Victim
2. Offender
3. Location

C. Discuss the Broken Windows Theory

D. Define problem solving

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X			X		X	X
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

- E. Distinguish between Problem Oriented Policing (POP) and Community Policing (CP)
- F. Define and discuss a problem solving strategy
- G. Apply a problem solving strategy
- H. Define crime prevention
- I. Identify crime prevention strategies
- J. Give examples of crime risk factors
- K. Identify methods for recognizing crime problems
- L. Define Crime Prevention Through Environmental Design (CPTED)
- 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

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

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X		X			X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
18	2	6	12		18	4

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)

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on policing in the community.

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	832	III	II	I	SIBC	

VI. ORIGINATION DATE

January 1, 2001

VII. REVISION DATE

January 1, 2004
 August 15, 2004
 September 15, 2004
 January 1, 2006

January 19, 2007
 July 1, 2008
 July 1, 2010
 July 1, 2011

July 1, 2012
 February 15, 2017
 July 1, 2018