

Note: Refer to #6 on the *Legend of Recommendations* for an explanation of the strikeout/underline Xs.

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

January 19, 2007 July 1, 2008

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
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

Note: Refer to #6 on the *Legend of Recommendations* for an explanation of the strikeout/underline Xs.

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			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
- K. Discuss current and emerging issues that can impact the delivery of services by peace officers

Note: Refer to #6 on the *Legend of Recommendations* for an explanation of the strikeout/underline Xs.

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	<u>X</u>	<del>X</del>		X	X
X	X	<u>X</u>	<del>X</del>		X	X
X	X	<u>X</u>	<del>X</del>		X	X
X	X	<u>X</u>	<del>X</del>		X	X
X	X	<u>X</u>	<del>X</del>		X	X

- 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

Note: Refer to #6 on the *Legend of Recommendations* for an explanation of the strikeout/underline Xs.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	<u>X</u>	X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X	X	<u>X</u>	<del>X</del>		X	X
X	X	<u>X</u>	X		X	X
X	X	<u>X</u>	X		X	X
X	X	<u>X</u>	X		X	X
X	X	<u>X</u>	X		X	X
X	X	<u>X</u>	X		X	X
X	X	<u>X</u>	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. ~~Demonstrate~~ Discuss the communication techniques that can be used for obtaining voluntary compliance (3)



Note: Refer to #6 on the *Legend of Recommendations* for an explanation of the strikeout/underline Xs.

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	<u>X</u>	<del>X</del>		X	X
X	X	<u>X</u>	<del>X</del>		X	X
X	X	<u>X</u>	<del>X</del>		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

E. Distinguish between problem oriented policing (POP) and community policing (CP)

F. Identify the steps of the SARA model

1. Scanning –Identifying the problem(s)
2. Analysis - Collecting and examining information
3. Response - Developing and implementing solutions based on analysis



Note: Refer to #6 on the *Legend of Recommendations* for an explanation of the strikeout/underline Xs.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
		<u>X</u>				
			<u>X</u>			
	X					
						X
X			X		X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	

D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test. (8)

E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test. (8)

~~B.F.~~ The POST-Constructed PC 832 Arrest Written Test ~~will include learning objectives in Domain #03.~~ (1)

~~C.G.~~ The POST-Constructed Comprehensive Test for the Requalification Course ~~will include learning objectives in Domain #03.~~ (1)

V. 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 the steps involved applying the SARA model, including:

1. Scanning - Identifying the problem(s)
2. Analysis - Collecting and examining information
3. Response - Developing and implementing solutions based on analysis
4. Assessment - Evaluating the effectiveness of the strategy selected

Note: Refer to #6 on the *Legend of Recommendations* for an explanation of the strikeout/underline Xs.

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	
<u>X(1)</u>			<u>X</u>		X	X
<u>X(1)</u>			<u>X</u>		X	X
<u>X(1)</u>			<u>X</u>		X	X
<u>X(1)</u>			<u>X</u>		X	X
<u>X(1)</u>			<u>X</u>		X	X
18	2	6	12		18	4

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)

VI. HOURLY REQUIREMENTS

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

VII. ORIGINATION DATE

January 1, 2001

Note: Refer to #6 on the *Legend of Recommendations* for an explanation of the strikeout/underline Xs.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

VIII. REVISION DATE

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

January 19, 2007  
July 1, 2008