

Community Policing Strategies

Syllabus

<i>Instructor Information</i>	Melissa Elliott
<i>Organization</i>	Milwaukee Area Technical College
<i>Office Phone</i>	414-571-4706
<i>Email</i>	drzewiem@matc.edu , britz114@gmail.com
<i>Office Hours</i>	Half an hour before and after class
<i>Class Information</i>	Tuesdays 907-201: 1:00 p.m. - 3:55 p.m. Milwaukee Campus 907-202: 9:00 a.m. – 11:55 a.m. Oak Creek Campus
<i>Credits</i>	3

Course Description

This course will define and identify strategies to do with community policing and problem oriented, as well as other policing strategies. Students will learn to apply principles of crime analysis and crime prevention to address crime and disorder issues in communities. This course will also identify the types of situations and characteristics of individuals that are likely to be encountered in crisis management situations and discuss strategies to deal with persons in crisis situations. Students will learn Wisconsin statutory requirements, guidelines regarding emergency detentions and emergency protective placements of persons in need of protective custody. Students will learn to demonstrate cultural awareness, interpret State and Federal laws related to discrimination and diversity, and utilize appropriate skills for interacting effectively and professionally with persons from culturally diverse backgrounds and lifestyles. Local community resources and advocacy groups in the criminal justice system will also be discussed.

This course will cover the following topics required by the State of Wisconsin Law Enforcement Standard and Training Board for certification requirements; policing strategies, crisis management, cultural competence and community resources.

Prerequisites

Introduction to Criminal Justice

Course Requirements and Grading

Each student will be responsible for class lectures, discussions and all assignments. There will be two quizzes and a final exam, along with a presentation. You are required to take notes, which I will check periodically. I am not requiring you to purchase any textbooks, making attendance and note-taking important. The course is as follows:

Notes-10%

Presentation-15%

Attendance/Participation-15%

Quiz 1-15% (Tentative date for the first quiz is 3/4)

Quiz 2-15% (Tentative date for the second quiz is 4/8)

Final Exam-30% (Tentative date for the final exam is 5/20)

Take home assignments may or may not be given dependent on classwork completed.

Grading Scale

A	98
A-	94
B+	90
B	86
B-	82
C+	78
C	74
C-	70
D+	66
D	62
U	UNDER 62

Guidelines for Success

Academic Honesty: Students are expected to do their own work unless advised that collaboration is acceptable. This means that you may use facts from other sources if you re-write them in your own words. Anytime you quote directly from another source or paraphrase substantially, you must cite the source you used. When you take a test, you are expected to keep your eyes on your own paper and protect your test paper from being copied by a classmate. Failure to use proper citation procedure is considered plagiarism. Plagiarism will result in a grade of "0" if it is flagrant and/or deliberate. Copying from another person's paper or test is academic dishonesty and will result in a grade of "0" for that assignment. In addition, you will be referred to student services for discipline based on college policy.

ADA Statement: If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) that requires you to need assistance in accessing instructional content to meet course requirements, I recommend that you contact the [Center for Special Needs 414 297 6838], as soon as possible. It is then your responsibility to contact and meet with the instructor. Course requirements will not be waived but accommodations may be made to assist you to meet the requirements. Technical support may also be available to meet your specific needs.

Attendance: Responsible Attendance As an adult learner you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time student, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your teacher, I too have many responsibilities and

multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course. Responsible attendance means that you will plan your schedule so that you can be present for scheduled class sessions and manage your time so that you can complete your assignments and assessments on or before the date they are due.

Emergency Evacuation Statement: Every Milwaukee Area Technical College building is equipped with a mass notification system that will be used by the Department of Public Safety to provide directions during an emergency. All classrooms are also equipped with an Emergency Response Guide which provides guidelines for dealing with emergencies. An electronic version of the guide is available at [http://matc.edu/public safety/pdf/Emergency Procedure Guide.pdf](http://matc.edu/public%20safety/pdf/Emergency%20Procedure%20Guide.pdf) Students are asked to review these guidelines so they are familiar with emergency procedures. Please notify your instructor during the first week of the semester if you have a condition that may limit or affect your ability to evacuate the classroom/building in an emergency.

Summary

Students are preparing for a career in criminal justice. Successful students will be expected to perform complex tasks and deliver sound decisions in a wide variety of situations - some of them potentially dangerous. You are encouraged to deport yourself accordingly both in and outside your basic preparatory training experience. Good luck and best wishes for a satisfying and safe career.

Competencies and Learning Objectives

Policing Strategies

- IV-F-1 Incorporate community policing strategies into your community.**
 - 1.1 Define community-oriented policing.
 - 1.2 Provide examples of community-oriented policing in your community or a neighboring community.
 - 1.3 Provide examples of the community and law enforcement working together to address crime.
 - 1.4 List the benefits and challenges to community-oriented policing.
- IV-F-2 Illustrate problem-oriented policing strategies.**
 - 1.1 Define problem-oriented policing.
 - 1.2 Explain the four steps of the SARA (Scanning, Analysis, Response, and Assessment) model of problem solving.
 - 1.3 Provide examples of problem-oriented policing programs.
 - 1.4 List the benefits and challenges to problem-oriented policing.
 - 1.5 Explain the differences between community-oriented policing and problem-oriented policing.
 - 1.6 Apply problem-solving strategies in simulated law enforcement situations.
- IV-F-3 Evaluate other policing strategies.**
 - 3.1 Explain the "Broken Windows" policing strategy and identify the advantages and disadvantages of using this strategy.

- 3.2 Explain the "Intelligence-led" policing strategy and identify the advantages and disadvantages of using this strategy.
- 3.3 Explain Chicago's Alternative Policing Strategy (CAPS) and identify the advantages and disadvantages of using this strategy.
- 3.4 Explain COMPSTAT (COMPUter STATistics or COMParitive STATistics) and identify the advantages and disadvantages of using this strategy.
- 3.5 Discuss how the strategies can work together and when one strategy may be more effective in certain situations.

IV-F-4 Apply principles of crime analysis and prevention.

- 4.1 Identify the role of crime analysis and prevention in the delivery of police services.
- 4.2 Explain the concept of community based crime prevention.
- 4.3 Differentiate amongst the various levels of crime analysis and prevention and when each is effective.

Crisis Management and Cultural Competence

IV-C-1 Identify the types of situations and the characteristics of individuals that are likely to be encountered in crisis management situations.

- 1.1 List the four key goals for a law enforcement officer in managing crisis situations.
- 1.2 Identify the three basic categories of emotionally-disturbed persons (EDP's).
- 1.3 Identify at least three behavioral indicators that a person may have a possible mental disorder.
- 1.4 List the four mental disorders that are defined as "serious and persistent" mental illnesses.
- 1.5 List the seven steps of the crisis cycle.
- IV-C-1.6 List the recommended steps that a law enforcement officer should follow as part of pre-intervention preparation.
- 1.7 Identify the five steps in the "Crisis Intervention Format."

IV-C-2. Apply Wisconsin statutory requirements and general guidelines regarding emergency detentions and emergency protective placements of persons.

- 2.1 Identify the key provisions of Wis. Stat. § 51.15, regarding conducting emergency detentions of persons.
- 2.2 Define an "intoxicated person" according to Wis. Stat. § 51.45(2)(f).
- 2.3 Define the term "incapacitated by alcohol" according to Wis. Stat. § 51.45(2)(d).
- 2.4 Identify the criteria that a law enforcement officer is to use when determining the appropriateness of taking a person into custody for purposes of emergency detention, under Wis. Stat. § 51.15.
- 2.5 Identify the requirements under Wis. Stat. § 51.45(11)(b), for a law enforcement officer in responding to a person who meets the statutory definition of a person who is "incapacitated by alcohol."
- 2.6 Identify the key provisions of Wis. Stat. § 55.06(11), regarding conducting emergency protective placements of persons.

IV- Identify key concepts and elements associated with law enforcement response to people in crisis.

C-3.

- 3.1 Identify the recommended guidelines for a law enforcement officer to follow when responding to a person with a possible mental disorder.
- 3.2 Identify the recommended guidelines for a law enforcement officer to follow when responding to a person in an apparent suicidal crisis.
- 3.3 Identify the recommended guidelines for a law enforcement officer to follow when responding to a person who has or may have mental retardation or another form of developmental disability.
- 3.4 Identify the recommended guidelines for a law enforcement officer to follow when responding to a person who has or may have Alzheimer's disease or another form of dementia.

IV- Apply crisis intervention principles and techniques.

C-4.

- 4.1 Apply pre-intervention preparation strategies in crisis intervention situations.
- 4.2 Demonstrate application of the crisis intervention format in simulated situations.
- 4.3 Devise resolution strategies for use in crisis intervention situations.
- 4.4 Implement resolution strategies in crisis intervention situations.

IV- Articulate the decision-making process taken to manage persons in crisis.

C-5.

- 5.1 Verbally explain crisis intervention actions taken and the reason(s) for such actions, based on a simulated situation involving a law enforcement contact with an emotionally disturbed person or persons (EDP).
- 5.2 Complete a written statement of emergency detention, which includes minimum information specified in Wis. Stats. §§ 51.15(4) and (5), based on a simulated situation.
- 5.3 Complete a written statement of observations regarding a person who may require emergency protective placement under Wis. Stat. § 55.06, based on a simulated situation.
- 5.4 Prepare a written incident report which satisfactorily describes crisis intervention actions taken and the reason(s) for such actions, based on a simulated situation involving a law enforcement contact with an emotionally disturbed person or persons (EDP).

I- Demonstrate cultural self-awareness.

G-1.

- 1.1. Define culture.
- 1.2. Explain how culture influences your thought processes.
- 1.3. List the cultural groups that you identify with.
- 1.4. Describe the mental models, mental shortcuts or stereotypes associated with different cultures.
- 1.5. List other cultures that you may come in contact with.
- 1.6. Compare and contrast the cultural groups that you identify with to other cultures.

I- Interpret state and federal laws related to discrimination and diversity.

- G-** 2.1. List the groups that are protected by Wisconsin statutes and federal laws.
- 2.** 2.2. Explain how the Constitution of the United States protects members of various cultural groups.
- 2.3. Define civil rights violation.
- 2.4. Explain the difference between racial profiling and professional profiling.
- 2.5. Define hate crime.
- 2.6. Describe the potential effects of civil rights violations, racial profiling and hate crime on a community.

**I- Utilize appropriate skills for interacting effectively and professionally with
G- persons from culturally diverse backgrounds and lifestyles.**

- 3.** 3.1. Identify local resources that can assist law enforcement in dealing with various cultures.
- 3.2. Describe the historical relationships that may impact law enforcement interactions with diverse populations.
- 3.3. List strategies that can be used to overcome cultural barriers.
- 3.4. Identify successful strategies that law enforcement agencies have used to prevent bias-based policing.

**I- Identify and implement personal strategies that take into account cultural
G- differences.**

- 4.** 4.1. List areas where you might find similarities or common ground with members of other cultures.
- 4.2. Describe the relationship between cultural competence and officer safety.
- 4.3. Develop strategies to assist/override a colleague whose approach is not effective due to cultural differences.

Community Resources

I-E-1. Identify community resources available in your area.

- 1.1 Identify major mental health and community resources available in the student's own community available to assist law enforcement officers.
- 1.2 Identify local AODA detoxification and treatment facilities.
- 1.3 Identify Alzheimer's resources and other local support groups.

I-E-2. Describe the role of an advocacy group in the criminal justice community.

- 2.1 Identify advocacy groups in the student's own community.
- 2.2 Describe how services available through advocacy groups can assist law enforcement.

Classroom Conduct

Students shall turn off all cell phones during class. If you need to take a call you should put your phone on vibrate and take the call outside the classroom. Students shall not text or use other electronic social media in the classroom. Use of a cell phone or other electronic device during a test is strictly prohibited. If a student is observed using a cell phone or other electronic device during a test the student shall receive a "0" on that test.

Students are not authorized to use any electronic recording devices in the classroom without the permission of the instructor.

Students are only allowed to use a lap top or computer in class for class related research and note taking.

Students are not allowed to read material, including newspapers and magazines, during class that is not related to class discussions.

Students are not to have private conversations during class.

Students are not permitted to sleep during class.

Students shall show courtesy and respect towards the instructors and fellow classmates in the classroom, on MATC property, and at all MATC functions.

All other policies stated in the Student Handbook apply.

College Certification Track students who violate class rules will be required to submit an "In the Matter Of" report to be placed in your permanent file.