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

~~July 1, 2018~~April 1, 2020

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
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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

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

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			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

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	

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.   LEARNING NEED

Peace officers should recognize how principled policing contributes to legitimacy and benefits the officer, agency, and community.

| RBC | Other Basic Courses | | | | | Requal | |
	832	III	II	I	SIBC		
							LEARNING OBJECTIVES
X			X		X		A. Define principled policing
X			X		X		B. Discuss principled policing, to include:
X			X		X		1. Implicit and explicit bias
X			X		X		2. Procedural justice
X			X		X		3. Legitimacy
X			X		X		4. Historical events
X			X		X		C. Identify the four tenets of procedural justice
X			X		X		1. Voice
X			X		X		2. Neutrality
X			X		X		3. Respect
X			X		X		4. Trustworthiness
X			X		X		D. Discuss the potential benefits of procedural justice for law enforcement and the community, including:
X			X		X		1. Improved safety
X			X		X		2. Reduced stress
X			X		X		3. Fewer complaints
X			X		X		4. Increased cooperation
X			X		X		5. Improved community relations
X			X		X		6. Reduced crime
X			X		X		E. Discuss the application of procedural justice to the law enforcement mission
							V. LEARNING NEED
							Peace officers should recognize how historical and current events affect the perspectives of law enforcement and the community.

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

RBC	832	III	II	I	SIBC	Requal	
							LEARNING OBJECTIVES
X			X		X		A. Discuss the impact of historical and current events and how they affect community perspectives
X			X		X		B. Discuss the concept of a community "bank account" (perspective) and its:
							1. Deposits
							2. Withdrawals
X			X		X		C. Discuss cynicism and its impact on law enforcement and the community, to include:
X			X		X		1. Community cynicism
X			X		X		2. Peace officer cynicism
							VI. LEARNING NEED
							Peace officers should recognize the existence of implicit bias and how it can influence decision-making and procedural justice.
							LEARNING OBJECTIVES
X			X		X		A. Discuss implicit bias, to include:
X			X		X		1. Definition
X			X		X		2. Sources
X			X		X		B. Distinguish between implicit and explicit bias.
X			X		X		C. Discuss how implicit bias may influence decision making and procedural justice
							~~IV~~VII. REQUIRED LEARNING ACTIVITIES

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

E. Students will participate in a facilitated discussion about the application of the four tenets of procedural justice.

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<tr><th rowspan="2">RBC</th><th colspan="5">Other Basic Courses</th><th rowspan="2">Requal</th></tr>
<tr><th>832</th><th>III</th><th>II</th><th>I</th><th>SIBC</th></tr>
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        1.   How each tenet impacts the relationship between law enforcement and the community
        2.   How each tenet influences perceptions of legitimacy

F.   Students will participate in a group discussion of a past or current event, to include:

        1.   Impact on the perspectives of law enforcement and the community
        2.   Implicit bias
        3.   Cynicism

VIII.   HOURLY REQUIREMENTS

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

VIIX.   ORIGINATION DATE

January 1, 2001

VIIX.   REVISION DATE

January 1, 2004	January 19, 2007	July 1, 2012
August 15, 2004	July 1, 2008	February 15, 2017
September 15, 2004	July 1, 2010	July 1, 2018
January 1, 2006	July 1, 2011	April 1, 2020

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