504-907 CRIMINAL JUSTICE SYSTEM
COMMUNITY POLICING STRATEGIES SYLLABUS

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CLASS HOURS: Friday 9:00 - 11:50 a.m.

CLASS ROOM: E-107

OFFICE HOURS: Monday: 8:30 am to 11:30 am
Thursday – Friday 1:30 pm. To 3:00 pm

COURSE DESCRIPTION: Prepares learners to display ethical criminal justice system behaviors, apply sound discretionary decision-making techniques, demonstrate effective community relations skills, respond to the dynamics of a diverse society, apply sensitivity in detection and investigation of crime, apply sound decision-making and problem solving principles to contemporary community and problem-oriented policing techniques utilize effective crime prevention techniques and employ sensitivity in victim/witness interactions.

COURSE COMPETENCIES: As a result of successfully completing Criminal Justice System/Community Relations, the learner will master the following competencies:

1- I-E-1 Identify community resources available in your area.
2- I-E-2 Describe the role of an advocacy group in the criminal justice community.
3- I-F-1 Demonstrate cultural self-awareness.
4- I-F-2 Interpret state and federal laws related to discrimination and diversity.
5- I-F-3 Utilize appropriate skills for interacting effectively and professionally with persons from culturally diverse backgrounds and lifestyles.
6- I-F-4 Identify and implement personal strategies that take into account cultural differences.
7- IV-C-1 Identify the types of situations and the characteristics of individuals that are likely to be encountered in crisis management situations.
8- IV-C-2 Apply Wisconsin statutory requirements and general guidelines regarding emergency detentions and emergency protective placements of persons.
9- IV-C-3 Identify key concepts and elements associated with law enforcement response to people in crisis.
10- IV-C-4 Apply crisis intervention principles and techniques.
11- IV-C-5 Articulate the decision-making process taken to manage persons in crisis.
12- IV-F-1 Incorporate community policing strategies into your community.
13- IV-F-2 Illustrate problem-oriented policing strategies.
14- IV-F-3 Evaluate other policing strategies.
15- IV-F-4 Apply principles of crime analysis and prevention.
**COURSE FORMAT:** This is a discussion-based course designed for information sharing. Learner opinions are welcomed, but these opinions must be presented in a professional manner to reflect non-bias toward individuals and groups. Learners making derogatory comments or displaying unprofessional behavior in the classroom will be excused from the class and will meet with the instructor and program coordinator regarding continuation in the program.

**EVALUATION DATA:**

**EVALUATED SCENARIO:** There will be scenario based evaluations and group projects. Students will be required to participate in the scenarios as officers and as citizen role players. Point values for specific scenarios will be determined by the instructor for officer role players. Citizen role players may have points deducted from their course cumulative score when it is determined by the instructor that they are not participating in an assigned scenario or participate in an inappropriate fashion. Evaluated scenario training scores must meet a minimum satisfactory standard in all evaluated areas for the student to successfully pass the scenario. All scenarios must be completed successfully for the student to pass the class.

**EXAMS:** There will be written exams with various point values. Late exams will **NOT** be permitted without prior approval of the instructor unless the instructor deems that the absence was due to an unavoidable emergency. (See policy regarding unexcused absences in program policy to follow.)

**QUIZZES:** The instructor may give quizzes of various point values at various times during the semester. Make-up quizzes will not be permitted without prior approval of the instructor unless the instructor deems that the absence on the quiz date was due to an unavoidable emergency. (See policy regarding unexcused absences in program policy to follow.)

**MISCELLANEOUS ASSIGNMENTS:** Assignments, oral and/or written, might be required at any time during the semester and will be evaluated according to the information provided by the instructor.

**COMMUNITY SERVICE PROJECT:** All students will participate in a community service project. In the past we have participated in security/crowd control activities for the Stevens Point Winter Holiday Parade held in Stevens Point. This year the event will probably be held on **November 18th**. Participation involves working as a team to assist Stevens Point officials coordinate crowd activity prior to, during and after the parade. The time for the parade activities can vary but is usually between 4:30 pm and 9:30 pm.

Students will need to participate in this event unless specifically excused by the instructor. Those needing to be excused by the instructor will do so prior to the completion of the third class period of the semester. Students excused from the event will be required to complete a research assignment related to community service. The assignment will meet format requirements set forth by the department and will be no less than 10 pages in length with appropriate source documentation. The community service project activity is worth 200 points.

**VOLUNTEER EFFORTS:** Throughout the semester, each learner must contribute time on a volunteer basis to a community group and/or cause. Each learner must maintain a log of all volunteer activities and document the personal/professional benefits of these activities in a journal. Both the log and the journal are to be submitted to the instructor two weeks prior to the end of the semester. Grades for the volunteer activities will be determined based on analysis of the grading worksheet and time comparison forms attached to the end of this syllabus. This volunteer efforts activity is worth 100 points.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Community Service Project</td>
<td>200 pts</td>
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<tr>
<td>Volunteer Effort</td>
<td>100 pts</td>
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<tr>
<td>Crime Prevention Presentation</td>
<td>100 pts</td>
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<tr>
<td>Crisis Management Intervention Scenario</td>
<td>100 pts</td>
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<tr>
<td>Facilitation Problem Solving Project</td>
<td>100 pts</td>
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<td>Mid-term exam</td>
<td>100 pts</td>
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<td>Comprehensive final exam</td>
<td>200 pts</td>
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<tr>
<td><strong>Total</strong></td>
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TENTATIVE SCHEDULE
CRIMINAL JUSTICE SYSTEM/COMMUNITY RELATIONS (504-129)

WEEKS: 1 – 2  UNIT 1: Community Resources
I-E-1 Identify community resources available in your area.

Learning Objectives
I-E-1.1 Identify major mental health and community resources available in the student's own community available to assist law enforcement officers.
I-E-1.2 Identify local Alcohol and Other Drug Abuse (AODA) detoxification and treatment facilities.
I-E-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.

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

WEEKS: 2 – 4  UNIT 2: Cultural Competence
I-F-1 Demonstrate cultural self-awareness.

Learning Objectives
I-F-1.1 Define culture.
I-F-1.2 Explain how culture influences your though processes.
I-F-1.3 List the cultural groups that you identify with.
I-F-1.4 Describe the mental models, mental shortcuts or stereotypes associated with different cultures.
I-F-1.5 List other cultures that you may come in contact with.
I-F-1.6 Compare and contrast the cultural groups that you identify with to other cultures.
I-F-2 Interpret state and federal laws related to discrimination and diversity.

Learning Objectives
I-F-2.1 List the groups that are protected by Wisconsin statutes and federal law.
I-F-2.2 Explain how the Constitution of the United States protects members of various cultural groups.
I-F-2.3 Define civil rights violation.
I-F-2.4 Explain the difference between racial profiling and professional profiling.
I-F-2.5 Define hate crime.
I-F-2.6 Describe the potential effects of civil rights violations, racial profiling and hate crime on a community.
I-F-3 Utilize appropriate skills for interacting effectively and professionally with persons from culturally diverse backgrounds and lifestyles.

Learning Objectives
I-F-3.1 Identify local resources that can assist law enforcement in dealing with various cultures.
I-F-3.2 Describe the historical relationships that may impact law enforcement interactions with diverse populations.
I-F-3.3 List strategies that can be used to overcome cultural barriers.
I-F-3.4 Identify successful strategies that law enforcement agencies have used to prevent bias-based policing.
I-F-4 Identify and implement personal strategies that take into account cultural differences.

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

WEEKS: 5-11  Unit 3: Crisis Management

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

Learning Objectives
IV-C-1.1 List the four key goals for a law enforcement officer in managing crisis situations.
IV-C-1.2 Identify the three basic categories of emotionally-disturbed persons (EDP's).
IV-C-1.3 Identify at least three behavioral indicators that a person may have a possible mental disorder.
IV-C-1.4 List the four mental disorders that are defined as "serious and persistent" mental illnesses.
IV-C-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.
IV-C-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.

Learning Objectives
IV-C-2.1 Identify the key provisions of Wis. Stat. § 51.15, regarding conducting emergency detentions of persons.
IV-C-2.2 Define an "intoxicated person" according to Wis. Stat. § 51.45(2)(f).
IV-C-2.3 Define the term "incapacitated by alcohol" according to Wis. Stat. § 51.45(2)(d).
IV-C-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.
IV-C-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."
IV-C-2.6 Identify the key provisions of Wis. Stat. § 55.06(11), regarding conducting emergency protective placements of persons.

IV-C-3 Identify key concepts and elements associated with law enforcement response to people in crisis.

Learning Objectives
IV-C-3.1 Identify the recommended guidelines for a law enforcement officer to follow when responding to a person with a possible mental disorder.
IV-C-3.2 Identify the recommended guidelines for a law enforcement officer to follow when responding to a person in an apparent suicidal crisis.
IV-C-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.
IV-C-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-C-4 Apply crisis intervention principles and techniques.

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

IV-C-5 Articulate the decision-making process taken to manage persons in crisis.

**Learning Objectives**

IV-C-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).
IV-C-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.
IV-C-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.
IV-C-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).

**WEEKS:** 12 - 17

**UNIT 4: Policing Strategies**

IV-F-1 Incorporate community policing strategies into your community.

**Learning Objectives**

IV-F-1.1 Define community-oriented policing.
IV-F-1.2 Provide examples of community-oriented policing in your community or in a neighboring community.
IV-F-1.3 Provide examples of the community and law enforcement working together to address crime.
IV-F-1.4 List the benefits and challenges to community-oriented policing.

IV-F-2 Illustrate problem-oriented policing strategies.

**Learning Objectives**

IV-F-2.1 Define problem-oriented policing.
IV-F-2.2 Explain the four steps of the SARA (scanning, analysis, response, and assessment) model of problem solving.
IV-F-2.3 Provide examples of problem-oriented policing programs.
IV-F-2.4 List the benefits and challenges to problem-oriented policing.
IV-F-2.5 Explain the differences between community-oriented policing and problem-oriented policing.
IV-F-2.6 Apply problem-solving strategies in simulated law enforcement situations.

IV-F-3 Evaluate other policing strategies.

**Learning Objectives**

IV-F-3.1 Explain the "Broken Windows" policing strategy and identify the advantages and disadvantages of using this strategy.
IV-F-3.2 Explain the "Intelligence-led" policing strategy and identify the advantages and disadvantages of using this strategy.
IV-F-3.3 Explain Chicago's Alternative Policing Strategy (CAPS) and identify the advantages and disadvantages of using this strategy.
IV-F-3.4 Explain COMPSTAT (COMPuter STATistics or COMParitive STATistics) and identify the advantages and disadvantages of using this strategy.
IV-F-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.
Learning Objectives
IV-F-4.1 Identify the role of crime analysis and prevention in the delivery of police services.
IV-F-4.2 Explain the concept of community-based crime prevention.
IV-F-4.3 Differentiate amongst the various levels of crime analysis and prevention and when each is effective.

**SPECIAL NEEDS:** If you know you have a recognized disability, or suspect that you might have one, it is your responsibility to identify yourself as soon as possible to the Disability Services staff in Student Affairs. Course standards will not be lowered but various kinds of accommodations are available to you. Adequate and reasonable time will be required to develop and provide appropriate accommodations, so contact Disability Services as soon as possible. It is MSTC’s goal to assist you in your individual educational plan.

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