Arizona Peace Officer Standards and Training
Basic Curriculum Model Lesson Plan

LESSON TITLE: POLICE AND THE COMMUNITY

SUBJECT: Police and the Community

AZ POST DESIGNATION: 6.5

HOURS: 4

COURSE CONTENT: A discussion of the concepts of police and the community and the philosophy involved in community-based policing and problem solving. The evolution of policing from traditional methodology is explored and the importance of developing community partnerships is stressed as well as problem-solving strategies emphasized in police-community partnerships.

PERFORMANCE OBJECTIVES: Upon completion of this course of instruction, students using notes, handouts and other support materials as references, within the allotted time, will:

6.5.1   Identify the core components of community policing:

A.   Crime prevention.

B.   Community partnerships.

C.   Problem solving.

6.5.2   Identify and contrast between traditional policing and community policing.

A.   Traditional policing:

1.   Arrest is the primary tool.

2.   Numbers and incident driven.

3.   "Us vs. them" mentality.

4.   We do it for the community.

B.   Community policing.

1.   Results oriented.

2.   Proactive problem solving.

3.   Community partnerships with law enforcement.

4.   We do it **with** the community.

5.   Serves as an additional tool to use with traditional policing.

6.5.3   Identify the benefits to understanding and developing community partnerships.

A.   Can impact crime, fear and perceptions of quality-of-life issues.

B.   Coordinate and marshal resources.

C.   Increase trust and understanding between the police and the community.

D.   Network for assistance, guidance and technical support.

6.5.4   Identify S.A.R.A. model of problem solving.

A.   Scanning: Look for patterns or persistent problems on local beats.

B.   Analysis: Verify through data collection.

C.   Responding: Develop long-term, creative and customized solutions to the problem.

D.   Assessment: Measure the effectiveness of the solution.

Note: Each instructor will present a community problem to the class. Students will break into groups and design solutions to the problems presented.

DATE FIRST PREPARED: August 1998

PREPARED BY: SME Committee

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AZ POST – APPROVAL:	Richard Watling	DATE: April 2010
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AZ POST – APPROVAL:	Lori Wait	DATE: January 2022

INSTRUCTOR REFERENCES:

CLASS LEVEL: Student

TRAINING AIDS:

INSTRUCTIONAL STRATEGY: Interactive lecture, instructor demonstration, group discussion, problem
                                  solving, role playing and practical exercises.

SUCCESS CRITERIA: 70% or higher on a written, multiple-choice examination.

COMPUTER FILE NAME: 6.5 Police and the Community

DATE RELEASED TO THE SHARE FILE: August 2023

I.   INTRODUCTION

A.   Instructor – (self) introduction.

B.   Preview of performance objectives.

II.   PURPOSE OF THE CLASS

A.   To introduce recruit officers to the concepts of community policing.

B.   The core community policing introduced in this module is:

     1.   Crime prevention (briefly).

     2.   Community partnerships and engagement.

     3.   Problem solving.

III.   COMMUNITY POLICING

A.   In order to look at community policing and its components, we need to start with a general definition that is applicable to all agencies, large and small.

B.   Community policing is an organization-wide philosophy and management approach that promotes community, governs the approach that promotes community, government and law enforcement partnerships, pro-active problem solving and community engagement to address the cause of crime, fear of crime and other community issues.

C.   Community policing is:

     1.   CUSTOMER ORIENTED. A way of doing business.

     2.   A philosophy that permeates the agency and the community.

     3.   An inclusive approach to decision-making.

     4.   Thinking strategically and acting preventively.

     5.   An approach that augments traditional policing practices.

D.   Community policing is **not**:

     1.   A program or just a foot patrol, bicycle patrol or a single youth program.

2.   Simply initiating block-watch programs.

3.   A specialty unit.

4.   Soft on crime.

5.   A program that replaced traditional policing activities.

E.   As a philosophy, community policing means: All internal and external police activities will be approached by considering all possible perspectives and community resources, not just the agency's resources.

IV.   CORE COMPONENTS   **P. O. 6.5.1**

A.   The CORE components of community that are often discussed as essential to the effectiveness of service delivery are:

1.   Crime prevention.

2.   Community partnerships.

3.   Problem solving.

B.   Crime prevention.   **P. O. 6.5.1A**

1.   Teaching people not to be victims.

2.   Teach the community how to be proactive in protecting its families and homes.

    a.   from 6.4.5

C.   Community partnerships.   **P. O. 6.5.1B**

1.   Community and law enforcement working together.

2.   Community and law enforcement looking at issues holistically.

3.   Community and law enforcement being aware of shared responsibility.

D.   Problem solving.   **P. O. 6.5.1C**

1.   Finding short-term solutions.

2.   Finding long-term solutions.

3.   Identifying the "root causes" of the problem instead of surface issues.

4.   Identifying and concentrating on the conditions of the problem(s), instead of the emotion of the issue.

V.   THE EVOLUTION OF POLICING   **P. O. 6.5.2**

A.   In order to begin the progressive movement toward community policing augmenting our other law enforcement skills, we must be able to recognize how police roles have changed, the way we have policed communities in the past and how to look outside of those patterns or paradigms.

B.   Paradigms are:

1.   Widely agreed-upon patterns or assumptions that form the basis of our actions and decisions.

2.   Paradigms are the "lens" from which we view the world.

C.   The best way to compare and contrast a paradigm is to look at the differences in how we have concentrated our efforts in law enforcement, our "traditional" law enforcement paradigms.

D.   Traditional policing: **P. O. 6.5.2A**

1.   Arrest is the primary tool.   **P. O. 6.5.2A1**

2.   Numbers and incident driven.   **P. O. 6.5.2A2**

3.   "Us vs. them" mentality.   **P. O. 6.5.2A3**

4.   When the shift is over, it is someone else's problem.

5.   We do it **for** the community.   **P. O. 6.5.2A4**

6.   Law enforcement and government representatives are reluctant to share information with neighbors and the community.

7.   Officers focus on call-responses and arrests.

E.   Community policing: **P. O. 6.5.2B**

1.   Results oriented.   **P. O. 6.5.2B1**

2.   Proactive problem solving.   **P. O. 6.5.2B2**

3.   Law enforcement – community partnerships.   **P. O. 6.5.2B3**

4.   We do it **with** the community.   **P. O. 6.5.2B4**

5.   Community policing serves as an **additional** tool to be used with traditional policing.
                                                                    P. O. 6.5.2B5

6.   Law enforcement, government and citizens recognize the value of sharing information.

7.   Community members unite to form active neighborhood and community groups.

8.   Officers focus on crime reduction and prevention.

F.   So why is it so important to look at these conventions of community policing? Let us look at a few figures and statistics about crime that may also be very true about our own communities:

1.   Ten percent (10%) of the offenders account for 55% of the crime.

2.   Ten percent (10%) of the victims account for 42% of victimization.

3.   Ten percent (10%) of the locations account for 60% of the calls for service.

G.   What does community policing mean to your community?

1.   Opportunities for an improved quality of life.

2.   Increased citizen involvement.

3.   Resource development and the marshaling of resources.

4.   "Community-specific" problem solving.

5.   Shared responsibility between the community and law enforcement.

VI.   UNDERSTANDING AND DEVELOPING COMMUNITY PARTNERSHIPS   P. O. 6.5.3

A.   Your ability and willingness to partner with the community will directly impact your success in community-oriented policing.

B.   Webster defines a partnership as "a relationship involving cost cooperation between parties having specific and joint rights and responsibilities."

C.   Community, government and law enforcement partnerships involve proactive problem solving and community engagement to address the causes of crime, fear of crime and other community issues.

D.   What are the benefits to developing a working and meaningful partnership with the

community?

1.   Impact crime, fear and perceptions of quality-of-life issues.   **P. O. 6.5.3A**

2.   Coordinate and marshal resources.   **P. O. 6.5.3B**

3.   Increase trust and understanding between the community and the police.
P. O. 6.5.3C

4.   Strengthen organizational support.

5.   Network for: Assistance, guidance and technical support for problem solving.
P. O. 6.5.3D

E.   There are four (4) key community engagement principles:

1.   Community contact must be meaningful.

2.   Communication must be sincere, a worthwhile discussion about specific problems or concerns and a commitment to do something about a problem.

3.   Trust will occur when community members see, or believe, the officer or the police department is sincere in their willingness to make their community safer.

4.   There must be a meaningful information exchange to be given to the officer about problems, symptoms or causes of the crime previously unknown. This will encourage the officer to continue contacts in the future.

5.   In this process of engagement, we begin to identify our community. To do that, we need to identify what our community of interest is.

VII.   COMMUNITY OF INTEREST

A.   Every community has common denominators whether the community is rural, a growth center or an "urban" area. In identifying what those common characteristics or common denominators are, we can do a simple exercise.

B.   What is a community?

1.   A community can have a variety of different definitions for many people within any given geographic area. We have defined geographic interests – all those within geographic boundaries.

2.   A community may also be defined by the ethnicity, culture or special interests of a group of people.

3.   Whatever the relationship or definition, there are common denominators that can be used to help identify common ground, common interest or community of interest.

VIII.   **COMMUNITY WHEEL OF RESOURCES AND SHARED RESPONSIBILITY**

A.   In looking at our communities, consider the resources available, which include law enforcement in the wheel of resources.

1.   Within the wheel of resources are general areas where we can begin to examine the partnerships that we can create to solve some of the issues we face in the nation or within a community.

2.   Consider the following resources that could be available to us:

a.   Social services.

b.   Universities/colleges.

c.   Recreational services and programs.

d.   Media.

e.   Medical services.

f.   Private industry.

g.   Businesses.

h.   Local or state government.

i.   Federal government.

j.   Law enforcement.

k.   Spiritual advisors.

l.   Schools.

m.   Support community businesses.

n.   Service organizations.

o.   Elders and youth.

B.   Now comes the issue of "shared responsibility."

1.   In law enforcement, we have been overwhelmed with additional responsibilities that might not have been our responsibility 15 years ago.

2.   Our jobs today are more complicated and more demanding.

3.   Many times we lack identifiable resources to maintain effectiveness and provide needed services to the community.

4.   We also realize we cannot do this job alone and that collaborative efforts, partnerships and cooperation are effective ways to impact crime, fear and the quality of life.

5.   By involving the community and developing partnerships, we share the responsibility for the social problems that we are confronted with.

IX.   **KEY POINTS OF COMMUNITY PARTNERSHIPS**

A.   The main goal of community partnerships is to establish and maintain mutual trust among law enforcement, government officials and members of the community.

B.   Building trust requires an ongoing effort. Long-term working relationships are usually developed through good working relationships on shared activities or projects.

C.   Once the trust has been established, law enforcement and the community can more effectively work together to solve crime, fear of crime and quality-of-life problems.

D.   To be successful, problem solving processes require cooperation, trust and commitment.

E.   In order to best serve our customers (citizens, co-workers, etc.), we as members of law enforcement agencies must ask ourselves:

1.   Are we easy to do business with?

2.   Do we set standards of performance?

3.   Do we meet the standards we set?

4.   Are we responsive to the needs of our community (customers)?

5.   Do we listen or do we tell?

6.   Do we follow up?

7.   Do we share victory, blame and information?

X.   **PROBLEM SOLVING; WORKING TOGETHER FOR SOLUTIONS**

A.   Community policing is an organization-wide philosophy and management approach that promotes community, government and law enforcement partnerships, pro-active problem

solving and community engagement to address the causes of crime, fear of crime and other community issues.

B.   Problem solving is the tool used by the police and the community to address those issues and causes of fear and causes of crime that have an impact on quality-of-life issues.

C.   Remember the following statistics discussed earlier:

     1.   Ten percent (10%) of the offenders account for 55% of crimes.

     2.   Ten percent (10%) of the victims account for 42% of victimization.

     3.   Ten percent (10%) of locations in jurisdictions account for 60% of the calls for service for police.

     4.   In light of these statistics about crime, we need to augment our efforts with problem solving; solve the problem and do not put a Band-Aid on the gaping wound.

D.   What does this mean to the police officer?

     1.   A law enforcement officer needs to be skilled in solving a myriad of problems (frequently, not even related to law enforcement service).

     2.   An officer has to be equipped to make decisions traditionally reserved for supervisory or management levels.

     3.   An officer needs to be all of these and more. The officer has to develop solutions that have community input and acceptance.

E.   What is a problem and how is it defined?

     1.   A problem can be a concern identified or recognized within the community or identified by repeated calls for service in a community.

     2.   Related problem characteristics identified through behavior, location, people and time.

     3.   Issues that concern both the community and law enforcement can also be considered as problems that may affect the quality of life.

     4.   Some examples of problems officers are asked to respond to:

         a.   Burglaries.

         b.   Criminal damage.

         c.   Teen drinking.

        d.   False alarms.

        e.   School thefts.

        f.   Gang activity.

        g.   Animal control.

        h.   Traffic/DUI.

        i.   Graffiti.

        j.   Youth issues.

        k.   Illegal immigrants.

        l.   Child neglect.

        m.   Panhandling.

        n.   Narcotics.

        o.   Domestic violence.

        p.   Truancy.

        q.   Wildlife violations.

        r.   Elder abuse.

        s.   Neighborhood disputes.

5.   Traditionally, law enforcement dealt with service problems by:

        a.   Reacting to individual events reported by citizens.

        b.   Gathering information from victims, witnesses and offenders.

        c.   Invoking the criminal justice process.

        d.   Using aggregate crime statistics to evaluate performance.

6.   In the 1990's, our communities faced complex, long-standing problems that demanded creative solutions.

7.   Because a good portion of the law enforcement workload consists of responding to the same type of calls at the same places, a problem-oriented approach addressing the underlying conditions promoting the calls makes sense as an approach to policing.

8.   A problem-solving approach to policing differs from traditional policing strategies in four (4) significant ways:

   a.   Problem solving enables law enforcement agencies to be more effective.

   b.   It recognizes the expertise of line officers and allows them to use that expertise to study problems and develop creative solutions to those problems.

   c.   A problem-oriented approach entails a greater involvement of the community in law enforcement work.

   d.   The problem-oriented approach recognizes that much of the information needed to examine and understand a problem is not contained in any law enforcement agency's files.

9.   As a result, problem-solving officers are encouraged to draw on a wide range of sources of information outside of their departments to analyze and address problems.

F.   Herman Goldstein spent 40 years studying and working with police. He is considered the father of problem-oriented policing.

   1.   Goldstein suggested that we begin evaluating "outward measures" such as impacting crime, fear and disorder.

   2.   Move from an efficiency model to a model that focuses on being more effective.

   3.   Move away from counting numbers to focusing more on impacting crime.

   4.   Measure the effectiveness of our strategies implemented at a location; arrest is only one (1) strategy.

   5.   Analysis is the essence of problem solving.

   6.   Without problem solving, community policing is merely community relations.

   7.   There are three (3) essentials for a community to have a crime:

      a.   An offender.

      b.   A victim.

      c.   A location.

XI. **THE S.A.R.A. MODEL OF PROBLEM SOLVING** **P. O. 6.5.4**

A. One (1) of the models developed by law enforcement during the initial states of community policing was the S.A.R.A. model. The S.A.R.A. model is used by a variety of agencies and has been proven to be effective.

B. The S.A.R.A. model involves four (4) component parts:

 1. Scanning.

 2. Analysis.

 3. Response.

 4. Assessment.

C. SCANNING (problem identification). **P. O. 6.5.4A**

 1. As a first step, officers look for patterns or persistent problems in their beats.

 2. Officers should go beyond the information that their departments possess when identifying problems in the community.

 3. Often the officer's perception of the problem differs considerably from the community's – it is information he/she needs to know and understand.

 4. Reviewing calls for service, especially repeat calls from particular locations, is only one (1) way to identify problems in the community.

 5. Other ways of identifying problems are through: Citizen complaints, data from other government agencies, newspaper and media coverage of community issues, officer observations, law enforcement reports and community surveys and assessments.

D. ANALYSIS (verification through data collection). **P. O. 6.5.4B**

 1. The purpose of analysis is to learn as much as possible about a problem to identify what is causing it.

 2. Officers need to understand the actions and interactions of offenders, victims and the environment.

 3. This is a search for the root causes of the problem.

 4. If analysis is not properly and thoroughly accomplished, the solution or responses to the problem will be inadequate and the problem will not be resolved.

E.   RESPONSE (action taken).   **P. O. 6.5.4C**

      1.   Officers develop long-term, creative and customized solutions to the problem.

      2.   In designing a response to a community problem, several objectives must be kept in mind:

            a.   The strategy should be aimed at providing a long-lasting solution to the problem.

            b.   The solution should provide a substantial improvement for the residents of the community, reducing both harm to them and the fear of future harm.

            c.   The solution should also be aimed at reducing law enforcement workloads by eliminating the problem.

      3.   Solutions for law enforcement problem solving should not be limited to arrests. Arrests alone do not always address incidents or circumstances that are viewed as problems by the community.

            a.   Types of solutions:

                  i.   Eliminate the problem (not always possible).

                  ii.   Reduce harm to the public from such incidents.

                  iii.   Improve the public's perception of law enforcement's handling of the problem. Public information may solve a perception that problems are not being addressed or that they are not as large as originally perceived.

                  iv.   Clarify responsibility for the problem. If the problem is the proper responsibility of another agency, the public needs to know it.

            b.   After choosing the most appropriate response to the problem, get help in developing a plan to implement the response.

                  i.   Identify resources needed to make the plan work.

                  ii.   Determine what obstacles must be overcome.

                  iii.   Develop a timetable.

                  iv.   Implement the response.

F.   ASSESSMENT (measure effectiveness).   **P. O. 6.5.4D**

1.   This is the most important stage since it defines to what extent a program achieved its goals.

   a.   Was the problem eliminated, moved or reduced?

   b.   Was a positive change in community perceptions realized?

   c.   If the problem persists, repeat the process.

   d.   The S.A.R.A. model has been shown to be an effective problem-solving model for use in identifying and working identified problems within a community.

   e.   The S.A.R.A. model can be utilized on a simple worksheet, examples of which are provided.

2.   Officers can assess a problem within their own jurisdiction and process a potential or recognized problem immediately.

G.   PROBLEM-SOLVING EXERCISE: ***INSTRUCTOR NOTE:*** *Each instructor should use one's they are familiar with.*

1.   Break students into small groups to work through a problem-solving scenario.

2.   Allow approximately 30 minutes for groups to identify stakeholders (potential partners).

3.   Define the problem, develop a response strategy and determine how they will assess their success.

4.   Groups should make brief presentations on their group's recommendations.

XIII.   CONCLUSION OF MAIN BODY OF INSTRUCTION

A.   Review of performance objectives.

B.   Final questions and answers.

C.   Instructor closing comment(s).

D.   Remind recruits to keep the community policing philosophy in mind as they proceed through the rest of the academy curriculum.

** ADDENDUM**

XVI.   ADDITIONAL STRATEGIES FOR EFFECTIVE COMMUNITY POLICING

A.   Community partnerships. ***INSTRUCTOR NOTE:*** *Use handouts or items for further discussion.*

1.   Your ability and willingness to partner with the community will directly impact your success in community policing.

a.   Keep an open mind about the value of partnerships.

b.   Follow through by doing what you say you will.

c.   Be honest.

d.   Do not make promises you cannot keep.

e.   Recognize citizen efforts in the partnerships.

f.   Once the reason for forming a partnership no longer exists, let the partnership dissolve until it is needed again.

2.   Knowing the community.

B.   When contacting citizens or conducting a community meeting:

1.   Understand the culture, cultural communication and cultural process. If you do not understand the proper protocol, communication and social process of the community, you will not be effective.

2.   Develop a strong understanding of the structure and process of your government entities. Understanding the political structure and the dynamics associated with government is essential to success.

3.   Be respectful to community members and demonstrate respect to members throughout the process, even during challenging dialogue.

4.   Conduct advanced research on community leaders and problems in the community.

a.   Understand and appreciate their perspective.

b.   It does not necessarily mean that you have to agree with them or their perspective, but to understand them.

c.   Use investigations, dispatch, the Crime Analysis Unit, personal observations of the area or place phone calls to community leaders.

5. Know your department policies.

    a. Inaccurate answers can side-track the discussion away from the original purpose of the community meeting.

    b. Inaccurate answers also significantly impact your standing in the community and the community's perspective of your professionalism, veracity and competence.

6. Develop facilitation skills (or obtain training in facilitation skills) and learn how to lead the group.

7. Build a rapport with the group leader whenever possible by calling or meeting in advance.

8. If there is no formal leader to the group, research to determine the "informal" community leader.

9. Prepare for venting.

    a. This is important for the group, particularly at a first meeting.

    b. Officers should be prepared to address concerns without taking the venting personally.

10 If you do now know the answer to a question, admit you do not know and then get back to the individual with the answer later.

C. Do not over-commit yourself or the department.

1. Remember you are there to build a partnership.

2. Only commit to those responsibilities within the partnership that you or your department can reasonably accomplish.

D. **Remember: The community priority is your priority.** Be careful not to reflect onto the group your personal values or opinions of problems in the community.

E. Marshaling resources.

F. Most of the conditions that allow crime to breed fall outside the purview of law enforcement.

1. Get to know local neighborhoods and businesses in the community and their concerns so you can determine common problems to work on together.

2. Begin making a list of public and private agencies and community groups in your area. Your supervisors and community members should be part of this process.

3.   Be prepared to take the lead in initiating and facilitating community contact with other government agencies, but remember you are not there to do it by yourself.

4.   Cultivate volunteers who can provide assistance. Do not underestimate the value of developing friendships with children, teenagers or young adults as a resource.

5.   When problems with tribal agencies arise, work with your supervisors as they may be able to impact management.

6.   Remember that other officers in your own department are a valuable resource.

G.   Calls for service.

1.   "Calls for service" still represent the primary function of a law enforcement department and the primary way officers interact with the public.

2.   Utilize "calls for service" as an opportunity to build relationships for future partnerships and problem solving with the community.

3.   Clarify the limits of law enforcement resources and encourage community members to take responsibility when on a "call for service."

4.   Identify and act on locations that have repeat calls for service.

5.   Build partnerships between officers and community leaders to address those locations or problems.

6.   As people become more trusting, you may see an increase in calls for service. Rather than a sign of additional crime, this can be a sign that community-oriented policing in your area is working.

H.   Enforcement.

1.   Enforcing the law will always be a major part of community-oriented policing.

a.   Community-oriented policing is not soft on crime.

b.   When enforcement is targeted to problems the community identified, they will partner with you and support your efforts.

c.   Develop community-supported tactics to reduce crime. Utilize reliable crime analysis information when developing tactics.

d.   Have a telephone number available so residents can call to give descriptions of crime suspects. Teach the community to be additional eyes and ears for officers.

   e. Educate the community on the importance of its support in the prosecution and conviction processes.

   f. Citizens can support enforcement efforts, but should not become directly involved in arresting criminals.

  2. Community-oriented policing cannot be accomplished by simply setting up a new community-based project or engaging in specific new tactics, although those play an important role.