

Community Strategies

WIDOJ Course Requirements

**Certification Track Student Candidate Name:** Click here to enter text.

**Course #** Click here to enter text.

**Semester** Click here to enter text.

**WIDOJ Areas Covered During this Course:**

Community Resources - 2 hours  
Cultural Competence - 8 hours  
Crisis Management - 16 hours  
Policing Strategies - 16 hours

Choose an item. **Student Successfully Met Certification Track Requirements for this Course**

Choose an item. **Documentation of Attendance** (number of hours absent during the program)

Student was absent for not more than 10% of the course or core material.

**Examination results (scores)** \*Retake only necessary if applicable

Choose an item.A. Community Resources

Retake of exam (if necessary)Click here to enter text.

Choose an item.B. Cultural Competence

Retake of exam (if necessary) Click here to enter text.

Choose an item.C. Crisis Management

Retake of exam (if necessary) Click here to enter text.

Choose an item. D. Policing Strategies

Retake of exam (if necessary) Click here to enter text.

Choose an item. Required competencies and learning objectives issued via instructor syllabus per WIDOJ requirements.

Choose an item. Student acknowledgement of course grading, attendance requirements, and disciplinary procedures.

***\*\*\*There are no Mandatory PAT’s for this course\*\*\****

**Other Core Competencies**

Choose an item. **Completed the below listed core competencies during the semester (one initial denotes each competency)**

|  |  |
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| **Competencies** | |
| **I-E-1 Identify community resources available in your area.** | |
|  | *You will demonstrate your competence:* |
|  | * by generating a list of local community resources |
|  | *Your performance will be successful when:* |
|  | * list includes at least one mental health agency |
|  | * list includes at least one agency that specializes in AODA treatment |
|  | * list includes at least one agency that specializes in Alzheimer's patients |
|  | * summary includes the gender and approximate age of the person needing assistance |
|  | * summary briefly describes how law enforcement came in contact with person |
|  | * summary briefly describes behavior being exhibited by the person |
|  | **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.** | |
|  | *You will demonstrate your competence:* |
|  | * by preparing a short research paper on an assigned (or approved, if chosen) community organization |
|  | *Your performance will be successful when:* |
|  | * paper contains an introductory paragraph |
|  | * you describe how law enforcement and community organization might interact |
|  | * you support each of the main points with evidence |
|  | * you document direct quotes |
|  | * paper content is based on at least three (or more) sources |
|  | * paper evidences correct grammar, punctuation, and spelling |
|  | **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. |
| **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. |
| **IV-C-1 Identify the types of situations and the characteristics of individuals that are likely to be encountered in crisis management situations.** | |
|  | *You will demonstrate your competence:* |
|  | * by writing an essay on the range of behaviors that emotionally disturbed persons are likely to display in crisis situations and that law enforcement. officers will need to address |
|  | *Your performance will be successful when:* |
|  | * essay introduction includes a clearly stated thesis |
|  | * essay introduction introduces the main ideas of emotionally disturbed persons and behaviors that are typical of these individuals |
|  | * each main idea is developed in a paragraph |
|  | * each main idea is developed using supporting material |
|  | * essay closing statement summarizes the main points of the essay |
|  | * essay evidences correct grammar, punctuation, and spelling |
|  | * essay is neat and presentable |
|  | **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.** | |
|  | *You will demonstrate your competence:* |
|  | * by completing emergency detention and emergency protective placement forms based on simulated situations |
|  | *Your performance will be successful when:* |
|  | * report presents an accurate account of the background information |
|  | * report presents an accurate account of the situation |
|  | * report is written in a factual manner |
|  | * report presents information in an organized (chronological) fashion |
|  | * report evidences correct grammar, punctuation, and spelling |
|  | **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.** | |
|  | *You will demonstrate your competence:* |
|  | * by classifying law enforcement responses to crisis intervention situations into a flowchart |
|  | *Your performance will be successful when:* |
|  | * flowchart depicts all of the items in the process |
|  | * flowchart shows the relationship of one step to another |
|  | * flowchart shows a clear understanding of the topic |
|  | * flowchart shapes are used correctly |
|  | * flowchart is neat and well organized |
|  | **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.** | |
|  | *You will demonstrate your competence:* |
|  | * by participating in a crisis intervention contact scenario |
|  | *Your performance will be successful when:* |
|  | * you follow the RESPOND model when approaching the scene |
|  | * your dialog is in accordance with professional procedures |
|  | * you continually assess the situation for unsafe conditions and maintains appropriate distances |
|  | * you choose an appropriate resolution to the contact and acts according to the chosen resolution |
|  | **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.** | |
|  | *You will demonstrate your competence:* |
|  | * by verbally explaining your actions taken in the simulated crisis intervention contact |
|  | * by writing a report of the actions taken in the simulated crisis intervention contact |
|  | *Your performance will be successful when:* |
|  | * you present complete, relevant evidence needed to support your actions |
|  | * you present accurate information |
|  | * you present the information in an organized manner |
|  | * your explanation presents sound reasoning as you describe the decisions you made throughout the process |
|  | * report presents an accurate account of the background information |
|  | * report presents an accurate account of the situation |
|  | * report documents actions that have been taken to address the situation |
|  | * report is written in a factual manner |
|  | * report presents information in an organized (chronological) fashion |
|  | * report evidences correct grammar, punctuation, and spelling |
|  | **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). |
| **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.** | |
|  | *You will demonstrate your competence:* |
|  | * by providing examples of problem-oriented policing programs (can either be a program at an agency in Wisconsin or an example students find on an agency website, etc) |
|  | * by participating in a problem-solving scenario |
|  | *Your performance will be successful when:* |
|  | * you define problem-oriented policing as a policing strategy that involves the identification and analysis of specific crime and disorder problems in order to develop effective response strategies in conjunction with ongoing assessment. This strategy places more emphasis on research and analysis as well as crime prevention and the engagement of public and private organizations in the reduction of community problems |
|  | * you describe the SARA model and the problem-solving triangle |
|  | * you review the Center for Problem-Oriented Policing website at http://www.popcenter.org |
|  | * you find an example of a problem-oriented policing program at a Wisconsin law enforcement agency or find an example of a program through an Internet search and explain the example to the class |
|  | **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.** | |
|  | *You will demonstrate your competence:* |
|  | * by comparing strategies such as the "broken windows" strategy, "intelligence-led" strategy, and other strategies such as the Chicago Alternative Policing Strategy (CAPS) and the Compstat strategy, etc. |
|  | *Your performance will be successful when:* |
|  | * you describe the "broken windows" strategy relies on the idea that crime can be reduced more effectively by addressing visible signs of community disorder that influence and encourage criminal behavior |
|  | * you describe the "intelligence-led" strategy which is a strategic, future-oriented and targeted approach to crime control, focusing upon the identification, analysis and 'management' of persisting and developing 'problems' or 'risks' |
|  | * you explain that Chicago's Alternative Policing Strategy (CAPS) emphasizes the need for increased lines of communication between the community and the police, so that together they can come up with solutions for chronic neighborhood problems. CAPS provides an alternative method for policing which focuses on helping officers develop close relationships with the community they work in by keeping beat officers on the same beat for at least a year. CAPS tries to shift from a police force separated from the people they protect to a police force working with the people they protect |
|  | * you explain that COMPSTAT (short for COMPuter STATistics or COMParative STATistics) is the name given to the New York City Police Department's (NYPDs) strategic control system developed to gather and disseminate information on crime problems and to track the NYPDs efforts to deal with them |
|  | * you discuss other policing strategies the class or instructor is aware of |
|  | **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.** | |
|  | *You will demonstrate your competence:* |
|  | **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. |

Instructor:

(Print name here) (Signature)

Semester:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_