SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE:	COMMUNITY POLICING II		
CODE NO. :	PFP406	**SEMESTER:**	3
PROGRAM:	POLICE FOUNDATIONS		
AUTHOR:	JAMES PARDY		
DATE:	Sept/2004	**PREVIOUS OUTLINE DATED:**	Jan/2003

APPROVED:

_____   _____
 DEAN   **DATE**

TOTAL CREDITS:	3
PREREQUISITE(S):	PFP306
LENGTH OF COURSE:	3 HRS/WEEK

I.   COURSE DESCRIPTION:

This advanced course will allow students to apply and demonstrate crime prevention; problem oriented policing strategies and apply elements of volunteerism. Students will be required to assess a community problem and develop, implement and evaluate results to resolve a community problem. Students will also explore the relationship between community policing and police complaints.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Students who receive credit for this course will have demonstrated their ability to:

1   Apply and demonstrate problem-oriented policing and crime prevention strategies.
        1.1   analyze crime trend statistics and identify crime prevention strategies to meet community needs
        1.2   develop and implement strategies to reduce crime opportunities and improve the quality of life in the community
        1.3   identify needs of distinct community groups
        1.4   document and evaluate results
        1.5   inform community about its role and the role of police in crime prevention
        1.6   assess a community problem and recommend strategies and an implementation process to resolve the problem

2   Identify and apply elements of volunteerism.
        2.1   identify and explain the profile (required skills, traits) of a community volunteer
        2.2   explain policies and procedures, writing a job description, recruiting and selection process required for these community volunteers
        2.3   identify training, supervision and scheduling factors critical for volunteers in the community
        2.4   explore motivation and applicable incentives in maintaining interest and involvement in community policing strategies

3   Explain common reasons for police complaints and how they are reported and addressed within a community policing model.
        3.1   analyze data and cases to identify trends in police complaints
        3.2   link the incidents of police complaints to adherence to standards, regulation and professional codes of conduct/ethics
        3.3   identify and document the value of controls (such as citizen complaint boards) in the system
        3.4   Trace the flow of the complaint process from the time of the incident until its resolution, identify at each stage the roles and responsibilities of those involved

4   Evaluate public relations initiatives inherent in community policing
        4.1   identify political and legislative factors that influence delivery of community policing initiatives
        4.2   research and identify public relations initiatives used by local police services
        4.3   explain the relationship between public relations and community policing
        4.4   analyze media relations and explain its role in community policing

How learners might demonstrate their learning achievement of course learning outcomes:

*Note: recommend some community service to achieve learning outcomes beyond PFP206 requirements

1.   Team research and problem solving project that involves statistical analysis, evaluation and identification of a community issue/problem, recommended strategies and implementation process and evaluation tool.

        peer, self, faculty evaluation

2.   Open book test (in conjunction with workbook) or research essay to outline the critical components of volunteerism.

3.   Written test questions to test learner's understanding of models of community policing and police complaints

(One of the following research projects)

Team research project demonstrating the ability to analyze crime trend statistics and identify crime prevention strategies, use of team building skills to use elective problem solving techniques to develop and implement strategies to reduce crime and improve quality of life. Further, to identify needs of distinct community groups. An evaluation process must be developed and used to assess effectiveness of the implemented strategies. Part of the project will require information to the community about its role and the role of police in crime prevention; and Workbook assignments and questions.
(Outcome #1)

Team research project demonstrating how to identify the profile of a community volunteer, the elements of policies and procedures; job descriptions; recruiting; and, selection processes required for community volunteers. In addition, students will be required to identify training, scheduling and supervision factors critical to Workbook assignments and questions
(Outcome #2)

Team research project demonstrating the ability to track and analyze data, link incidence of police complaints to standards, regulations and codes of conduct, explain value of controls and explain the course of a typical complaint; and Work book assignments and questions
(Outcome #3)

Media journal of local initiatives, strategies and issues; and, Workbook assignments and questions.
(Outcome #4)

Course Learning Outcome

1. Apply and demonstrate crime prevention strategies

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
• Establish community policing teams within the class to effectively complete project -conduct and document regular meetings throughout the term • Analyze crime trend statistics and identify crime prevention strategies to meet community needs • Use elective problem solving techniques to develop and implement strategies to reduce crime and improve the quality of life in the community • Identify specific needs of distinct community groups • Evaluate the effectiveness of crime prevention initiatives • Inform community about its role and the role of police in crime prevention	TBA	Group Project

2. Identify and apply elements of volunteerism

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
• Identify and explain the profile, including desired personality traits of a community volunteer -what training/education is necessary for community volunteers/ community as a whole • Explain elements, of policies and procedures; job descriptions; recruiting; and, selection processes required for community volunteers • Identify training, scheduling and supervision factors critical for volunteers in community policing strategies • Explore motivation and applicable incentives for maintaining volunteer interest and involvement		

3. Explain common reasons for police complaints and how they are reported and addressed within a community policing model

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
• Analyze data and cases to identify trends in police complaints • Link incidence of police complaints to adherence to standard regulations and professional codes of conduct/ethics • identify and document the value of controls (such as citizen complaint boards) in the system • Trace the flow of a typical complaint from the incident to its resolution, identifying at each stage the roles and responsibilities of those involved • Examine how the local community gets involved in conflict and alternative dispute resolution • Identify the long term benefits of conflict and alternative dispute resolution		

4. Evaluate public relations initiatives inherent in community policing.

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
• Identify political and legislative factors that will influence delivery of community policing initiatives/ strategies • Define public relations • Research and identify public relations initiatives used by local police service • Explain the relationship between public relations and community policing • Analyze media relations and explain its role in community policing		

III.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Griffiths, C.T. (2001). *Community Policing in Canada*. Nelson Publishing.

IV.   EVALUATION PROCESS/GRADING SYSTEM:

Assignment   20%

Mid Term Exam   30%

Volunteer Assessment   50%

Total   100%

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

Students enrolled in Police Foundations or Law and Security Administration will require a minimum of 60% (C) as a passing grade in each course.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VI.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

➢ Portfolio with an interview

VII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.