

Contemporary Approaches for Responding Effectively to Community-Defined Disorder (CARE CDD)

eLearn Course Syllabus



Contemporary Approaches for
Responding Effectively to
Community-Defined Disorder



Course Overview

Course Description

Public safety agencies recognize that many types of harm can affect the health of a community—not just the major crime incidents that dominate headlines, but also the everyday disorder problems that negatively impact community members and generate frequent calls for service. In many cases, past efforts to manage disorder have focused on enforcement actions targeting low-level offenses. However, research and practice indicate that aggressive, enforcement-focused order maintenance strategies are ineffective and can undermine relationships between law enforcement and community members.

Increasingly, public safety professionals recognize that innovative problem solving is needed to address disorder and crime problems, which occur disproportionately in under-resourced neighborhoods and are often rooted in economic and social inequities. Responding to complex problems requires law enforcement to form partnerships with community stakeholders and other agencies to enact multi-faceted initiatives. Such efforts represent a fundamental change in the way we think about public safety, emphasizing the collaborative role of police and other law enforcement practitioners as caretakers of their communities.

Contemporary Approaches for Responding Effectively to Community-Defined Disorder (CARE CDD) examines successful initiatives around the country—including homeless outreach teams, mental health crisis intervention, domestic abuse harm reduction, substance use disorder treatment, gang violence prevention, and more—demonstrating a “community care” framework for responding effectively to a variety of disorder and crime problems. To help connect principles to practice, a series of field-driven video case briefings provides insight on innovative practices that participants can apply in their own communities. The case studies feature interviews with subject matters experts currently engaged in community-oriented programs to manage disorder problems in their jurisdictions.

Instructional Design

This program’s core curriculum development follows the PADDIE model of instructional design, which includes the stages of planning, analysis, design, development, implementation, and continuous evaluation.

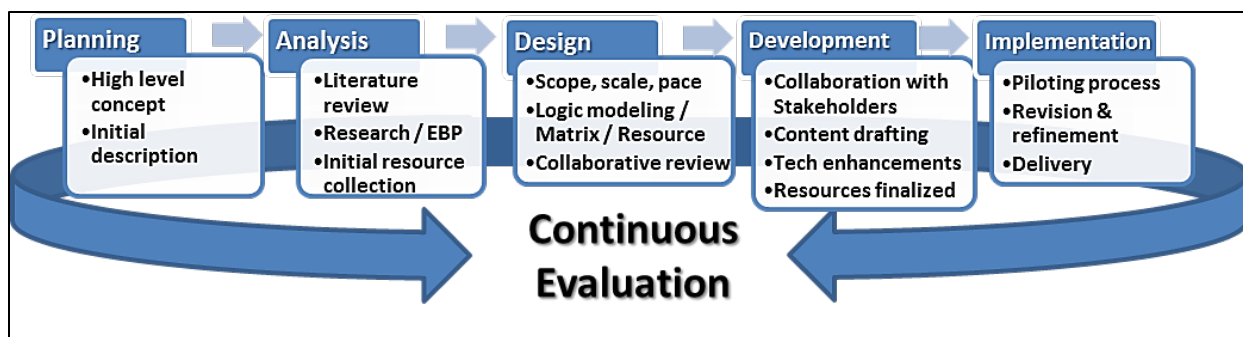


Figure 1: VCPI’s Modified PADDIE Model of Instructional Design

The course incorporates best practices unique to eLearning creation, resulting in a self-paced, interactive, and learner-driven experience ideal for busy law enforcement officers. VCPI's instructional design process applies adult learning principles and utilizes a "scaffolding approach," building content and participant knowledge and skills as the course progresses.

Scope

CARE CDD examines the use of community-based, problem-solving strategies to address disorder. The course explores the role of law enforcement officers and agencies in developing, implementing, sustaining, and evaluating the impact of disorder-focused strategies.

Target Audience

CARE CDD is designed as a professional development program for law enforcement practitioners representing agencies of all sizes and demographics. This course may also be a valuable tool for non-law-enforcement community stakeholders to enhance their awareness of law enforcement efforts. The guidance provided in this course is not intended to be prescriptive; rather, it is designed to be adaptable and generally applicable to law enforcement personnel who serve in varied communities.

Prerequisites

There are no prerequisites for this course.

Course Length

CARE CDD is a self-paced, online course in an interactive format. The course consists of a pre-test, four content modules, a post-test, and an additional webinar resource. Each module contains multimedia instructional content, a checkpoint quiz, a video case briefing, and audio interviews. The course can be started, stopped, and resumed to accommodate the pacing and schedule of each participant. Although course completion times may vary greatly based on factors such as participant engagement and exploration of the content, most can expect to complete the full course in approximately **four to five hours**. Each of the following course components requires approximately one hour to complete:

- 1) Module 1: Community-Based Responses to Disorder
- 2) Module 2: Innovative Problem Solving to Address Community-Defined Disorder
- 3) Module 3: Collaboration and Communication to Support Problem Solving
- 4) Module 4: Sustaining Initiatives for Long-Term Success
- 5) Additional Resource: *CARE CDD Webinar Series*

Required Materials

Participants will need access to a computer with reliable internet access and speakers (or headphones). The course features technology-enhanced media that includes on-screen text, graphics, narration, audio, and video segments in an interactive and user-friendly eLearn environment.

Learning Objectives

Module 1: Community-Based Responses to Disorder

Terminal Learning Objective 1 (TLO 1): Explain how the principles and practices of community policing can be applied to address community-defined disorder.

Enabling Learning Objectives (ELOs 1.1 – 1.4):

- 1.1 Describe the role of law enforcement in managing community-defined disorder.
- 1.2 Differentiate between varying approaches to order maintenance.
- 1.3 Identify the principles of community policing.
- 1.4 Analyze case studies to identify strategies that can be applied in your community.

Module 2: Innovative Problem Solving to Address Community-Defined Disorder

Terminal Learning Objective 2 (TLO 2): Apply problem-solving methods to identify, define, and respond to community-defined disorder problems.

Enabling Learning Objectives (ELOs 2.1 – 2.4):

- 2.1 Describe the benefits of proactive, collaborative problem solving.
- 2.2 Explain how to identify and define disorder problems that require intervention.
- 2.3 Identify strategies for developing effective responses to disorder problems.
- 2.4 Analyze case studies to identify strategies that can be applied in your community.

Module 3: Collaboration and Communication to Support Problem Solving

Terminal Learning Objective 3 (TLO 3): Identify collaboration and communication strategies to support effective problem solving.

Enabling Learning Objectives (ELOs 3.1 – 3.4):

- 3.1 List benefits of using a collaborative model to improve quality of life in the community.
- 3.2 Explain how to establish a community of practice.
- 3.3 Identify structures to promote collaboration among organization members.
- 3.4 Analyze case studies to identify strategies that can be applied in your community.

Module 4: Sustaining Initiatives for Long-Term Success

Terminal Learning Objective 4 (TLO 4): Describe how problem-solving initiatives to address disorder can be sustained for long-term success.

Enabling Learning Objectives (ELOs 4.1 – 4.4):

- 4.1 Identify factors that may influence the sustainability of problem-solving initiatives.
- 4.2 Describe appropriate methods for evaluating the success of problem-solving initiatives.
- 4.3 Explain the role of discretion when managing disorder in the community.
- 4.4 Analyze case studies to identify strategies that can be applied in your community.

Assessment Strategy

This course assesses learning with a pre-test and post-test based on the program’s content. The pre- and post-tests contain the same set of questions to measure growth resulting from completion of the learning modules. Assessment questions correspond to the learning objectives for the course. Throughout the modules, participants complete checkpoint questions allowing them to check their understanding of concepts prior to the post-test, and they receive corrective feedback based on their answer choices. If a passing score of 80% is not earned on the post-test, participants can retry the assessment until it is passed. After each attempt, participants may review which responses were correct and incorrect.

1. Research indicates that community-oriented problem solving to address disorder is more effective than aggressive order maintenance or “zero tolerance” strategies which rely primarily on enforcement.
 - a. True
 - b. False
2. Which statement is most accurate regarding partnership-based strategies to manage disorder?
 - a. Partnerships should be developed only by agency executives, not by first-line personnel.
 - b. Ultimately, law enforcement agencies must bear sole responsibility for maintaining order.
 - c. Agencies should leverage shared resources to develop interdisciplinary responses to disorder.
 - d. Law enforcement agencies should impose order on the community through enforcement.
3. Each of the following statements accurately describes a community-oriented, problem-solving approach to managing disorder **EXCEPT** which one?
 - a. It relies heavily on partnerships between police and community stakeholders.
 - b. It seeks to address underlying conditions that contribute to disorder problems.
 - c. It provides an alternative to zero-tolerance “crackdowns” on disorderly behavior.
 - d. It relies primarily on formal enforcement actions such as arrests and citations.

4. The scenarios below describe examples of social or physical disorder. Select the example that best illustrates **physical disorder**.
 - a. Intoxicated bar patrons spill into the alleys around the bar and disturb nearby residents.
 - b. Empty beer bottles and other pieces of debris litter the parking lot around a gas station.
 - c. A loud dispute between two individuals erupts in a city park and alarms other park visitors.
 - d. Suspected substance abuse by long-term residents in a motel causes concern for managers.
5. Which of the following training topics can enhance officers' ability to manage disorder in an effective, community-oriented way?
 - a. Trauma-informed practices
 - b. Crisis-intervention strategies
 - c. Constitutional policing practices
 - d. All of these
6. Which statement about the use of discretion when managing disorder is most accurate?
 - a. The ability to use discretion properly cannot be taught; you either have it or you don't.
 - b. Since disorder policing should take a zero-tolerance approach, discretion is not needed.
 - c. Discretion can be enhanced by relevant training and familiarity with the community.
 - d. The key to discretion is to remove the decision-making authority of first-line personnel.
7. In the community of practice model for establishing collaborative partnerships, the "domain" refers to which of the following elements?
 - a. An area of interest that brings stakeholders together around a shared mission
 - b. A method of communication that links the members of partner organizations
 - c. A process of relationship building, information sharing, and problem solving
 - d. A self-selected group of individuals who bring expertise to a collective effort
8. Which statement describes an effective practice for evaluating the success of a disorder policing strategy?
 - a. When setting goals, police agencies should focus only on outcomes rather than process.
 - b. Officers with the most arrests and citations should be evaluated as the most effective.
 - c. The outputs and outcomes of strategies do not need to align with the agency's mission.
 - d. Performance measures for officers should incentivize collaborative problem solving.
9. Public safety agencies should promote effective guardianship of the community using each of the following methods **EXCEPT** which one?
 - a. Form adversarial relationships with businesses to motivate them to comply with guidelines.
 - b. Provide guardianship training to employees of local businesses and other key stakeholders.
 - c. Help businesses apply principles of Crime Prevention Through Environment Design (CPTED).
 - d. Foster capable guardians who monitor their environments and intervene to prevent harm.

10. The community-oriented interventions described below use either place-based or person-focused responses to address disorder problems. Select the intervention that is primarily **place-based**.
- A rise in disorderly behavior in downtown locations is fueled by drug use. Police work with outpatient programs to connect individuals to treatment services.
 - Trash, debris, and overgrown grass have overtaken several vacant lots in an urban neighborhood. Local police team up with residents to organize a community clean-up.
 - Finding youth engaged in minor delinquency are at risk for future gang recruitment, police work with a nonprofit to develop a youth recreation league and mentorship program.
 - Observing an increase in domestic violence calls throughout the jurisdiction, a County Sheriff's Office collaborates with a local shelter to offer resources to empower victims.

Course Evaluation Strategy

The evaluation strategy for this course is predicated on Kirkpatrick's Four-Level Evaluation model. The course includes an evaluation of Level 1 (reactions) and 2 (student learning) as detailed below:

Kirkpatrick's Level 1 (Reactions): This level of evaluation is accomplished through Likert-scale prompts to collect participant feedback about the course content, delivery of the content, the relevance and applicability of the course.

Kirkpatrick's Level 2 (Student Learning): This level of evaluation is accomplished through the administration of pre- and post-tests.

Resources

The following resources are linked in the *Resources* tab of the eLearn course.

- Analysis Toolkit: <https://it.ojp.gov/AT/>
- Center for Evidence-Based Crime Policy: <https://cebcp.org/>
- Center for Problem-Oriented Policing: <https://www.popcenter.org/>
- Communities of Practice Resource Kit: <https://www.cdc.gov/phcommunities/resourcekit/index.html>
- COPS Office Training Portal: <https://copstrainingportal.org/>
- Crime Solutions: <https://crimesolutions.ojp.gov/>
- National Policing Institute: <https://www.policinginstitute.org/>
- Police Executive Research Forum: <https://www.policeforum.org/>
- RAND Better Policing Toolkit: <https://www.rand.org/pubs/tools/TL261/better-policing-toolkit.html>

Course Schematic

The course modules are organized as follows.

Module 1: Community-Based Responses to Disorder

Module Overview

Module 1 explores the role of law enforcement agencies in mitigating disorder in addition to serious crime and how that role has evolved over time. The module examines the benefits of using a proactive and collaborative problem-solving approach that aligns with the philosophy of community policing. The module also explains research on different models of order maintenance and how they vary in effectiveness.

Learning Objectives

TLO 1 & ELO 1.1–1.4

Module Schematic

- I. Welcome
- II. Course Providers
- III. Course Introduction
- IV. National Advisory Board / Subject-Matter Expert Introduction
- V. Module 1 Introduction
 - a. Module 1 Learning Objectives
- VI. Responding to Community Needs
- VII. The Importance of Quality of Life
- VIII. Research on Managing Disorder to Reduce Crime
- IX. Contrasting Approaches to Managing Disorder
- X. The Evolving Role of Law Enforcement
 - a. Audio Interview with Dr. William Sousa
 - b. Case Study PDF: 3rd-Gear Policing in Gloucester Township, NJ
- XI. Principles of Community Policing
 - a. Community Partnerships
 - b. Problem Solving
 - c. Organizational Transformation
- XII. Checkpoint Quiz
 - a. Question 1: Research on Managing Disorder to Reduce Crime
 - b. Question 2: Contrasting Approaches to Managing Disorder
 - c. Question 3: The Evolving Role of Law Enforcement
- XIII. Video Case Briefing: Homeless Outreach in Wichita, KS
- XIV. Module 1 Review: Care vs. Cure Perspectives
- XV. Module 1 Conclusion

Module 2: Innovative Problem Solving to Address Community-Defined Disorder

Module Overview

Module 2 explains how law enforcement practitioners can apply problem-solving methods to identify opportunities to address disorder in a community-oriented way. The responsibility of law enforcement to manage disorder raises several questions which will be discussed in this module. For example, which disorder issues warrant police involvement? How should law enforcement agencies respond to disorder problems? What resources should be deployed to manage disorder? Which community partners can help maintain order? The module applies the SARA model of problem solving to address these and other questions about disorder-focused strategies.

Learning Objectives

TLO 2 & ELO 2.1–2.4

Module Schematic

- I. Module 2 Introduction
 - a. Module 2 Learning Objectives
- II. Maximizing Resources through Problem Solving
 - a. Focused and Proactive Problem Solving
 - b. Cost-Effective Use of Resources
- III. The SARA Model of Problem Solving
- IV. Identifying and Defining Disorder Problems
 - a. Data Analysis to Identify Problems
 - b. The CHEERS Method to Define Problems
 - c. Categorizing Disorder When Identifying and Defining Problems
- V. Analyzing Problems
- VI. Responding to Problems
- VII. Place-Based Interventions
 - a. Case Study PDF: “Cleaning and Greening” Vacant Properties in Philadelphia, PA
 - b. Case Study PDF: Addressing Long-Term Residency in Motels and Hotels in Ashland, VA
- VIII. Person-Focused Interventions
 - a. Case Study PDF: Project Support You in Lewiston, ME
 - b. Audio Interview with Detective Joseph Philippon
 - c. Case Study PDF: The CHOICES Youth Program in Durham County, NC
- IX. Checkpoint Quiz
 - a. Question 1: Defining a Disorder Problem
 - b. Question 2: Physical and Social Disorder
 - c. Question 3: Public and Private Disorder
 - d. Question 4: Place-Based and Person-Focused Interventions
- X. Video Case Briefing: Substance Use Disorder Treatment in Chesterfield County, VA
- XI. Module 2 Review: Care vs. Cure Perspectives
- XII. Module 2 Conclusion

Module 3: Collaboration and Communication to Support Problem Solving

Module Overview

Disorder problems in the community, once identified, often require law enforcement to enact multi-faceted responses. As agencies develop strategies to address disorder, they can assemble diverse teams of stakeholders who bring expertise from different backgrounds. Module 3 explore methods of collaboration and communication with a variety of community partners. The module also discusses how cooperation *within* a law enforcement agency can provide a foundation for the success of an initiative.

Learning Objectives

TLO 3 & ELO 3.1–3.4

Module Schematic

- I. Module 3 Introduction
 - a. Module 3 Learning Objectives
- II. Shared Responsibility, Shared Resources
- III. Coproducing Public Safety
- IV. The Community of Practice: A Model for Collaboration
 - a. The Domain
 - b. The Community
 - c. The Practice
- V. Creating a Community of Practice
- VI. Strategic Communications in the Community
 - a. Media Partnerships
 - b. Social Media
 - c. Community Groups
 - d. Audio Interview with Sheriff Clarence Birkhead
- VII. Collaboration Structures Within the Organization
 - a. Internal Communication
 - b. Distributed Leadership
 - c. Collaborative Learning
- VIII. Checkpoint Quiz
 - a. Question 1: The Community of Practice Model
 - b. Question 2: Coproducing Public Safety
 - c. Question 3: Communication and Collaboration Structures
- IX. Video Case Briefing: Domestic Abuse Reduction in La Crosse, Wisconsin
- X. Module 3 Review: Care vs. Cure Perspectives
 - a. Audio Interview with Captain Scott Russell
- XI. Module 3 Conclusion

Module 4: Sustaining Initiatives for Long-Term Success

Module Overview

Module 4 explores strategies to bolster the long-term sustainability of initiatives to manage disorder. This module identifies training opportunities that first-line personnel can pursue to enhance their ability to manage disorder and explains the role of performance measures in furthering the goals of collaborative problem solving. Module 4 also discusses how to maintain community support for law-enforcement-led initiatives to improve quality of life. At the end of the module, learners have an opportunity to develop actionable plans to meet challenges facing their own communities.

Learning Objectives

TLO 4 & ELO 4.1–4.4

Module Schematic

- I. Module 4 Introduction
 - a. Module 4 Learning Objectives
- II. Measures to Sustain Initiatives Over Time
 - a. Distribute Responsibilities
 - b. Create Value
 - c. Evaluate the Environment
 - d. Tell the Story
- III. Measuring What Matters
 - a. Sample OKR: Reducing Chronic Homelessness
- IV. Decision-Making and Discretion
 - a. Officer Training
 - b. Building Relationships
 - c. Wellness and Resiliency
 - d. Audio Interview with Dr. Edward Keane
- V. Maintaining Community Support
- VI. Enhancing Collective Efficacy and Shared Guardianship
- VII. Case Study: A Relationship-Based Approach to Address Disorder
- VIII. Checkpoint Quiz
 - a. Question 1: Outputs and Outcomes
 - b. Question 2: Measuring What Matters
 - c. Question 3: Exercising Discretion
 - d. Question 4: Collective Efficacy and Shared Guardianship
- IX. Video Case Briefing: Gang Prevention in Fresno, CA
- X. Module 4 Review: Care vs. Cure Perspectives
- XI. Closing Exercise: Create an Action Plan
- XII. Course Conclusion

Additional Resource: CARE CDD Webinar Series

Resource Overview

This webinar series provides additional insights about how the concepts discussed in the course can be put into practice. The webinar recordings feature conversations between members of the CARE CDD National Advisory Board, a group of practitioners and subject-matter experts who informed the development of this course.

Resource Schematic

- I. Webinar Introduction
- II. Community Partnerships
- III. Training and Performance
- IV. Legal Considerations
- V. Success and Sustainability

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