

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

eLearn Course Syllabus



Contemporary Approaches for
Responding Effectively to
Community-Defined Disorder

Executives



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) for Executives 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.

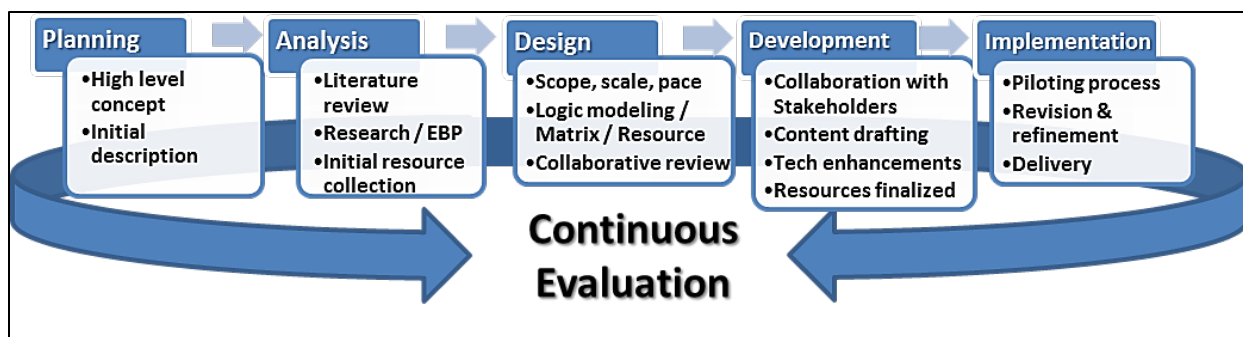


Figure 1: VCPI’s Modified PADDIE Model of Instructional Design

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 for Executives examines the use of community-based, problem-solving strategies to address disorder. The course explores the role of law enforcement executives in developing, implementing, sustaining, and evaluating the impact of disorder-focused strategies. Content is geared toward the leadership perspective and includes guidance on setting organizational culture, providing training, deploying resources, and developing performance measures.

Target Audience

Developed as a stand-alone companion to the *CARE CDD* course for practitioners, this course is streamlined for law enforcement executives and presented in an easily accessible, self-paced format. *CARE CDD for Executives* is ideal for leadership personnel representing agencies of all sizes and demographics.

Prerequisites

There are no prerequisites for this course.

Course Length

CARE CDD for Executives is a self-paced, online course in an interactive format. The course consists of a pre-test, five content modules, a post-test, and an additional webinar. The content modules contain instructional content, audio interviews, video case briefings, and knowledge check activities. The course can be started, stopped, and resumed to accommodate the pacing and schedule of each learner.

Although course completion times may vary greatly based on factors such as learner engagement and exploration of the content, most can expect to complete the full course in approximately **four hours**.

The course content consists of the following components:

- 1) Module 1: Community-Based Responses to Disorder
- 2) Module 2: Maximizing Resources Through Proactive Community Care
- 3) Module 3: Communication and Collaboration to Support Problem Solving
- 4) Module 4: Sustaining Initiatives for Long-Term Success
- 5) Module 5: Conclusion
- 6) 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 Explain the relationship between disorder policing and community policing.
- 1.4 Analyze case studies to identify strategies that can be applied in your community.

Module 2: Maximizing Resources Through Proactive Community Care

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 – 2.5):

- 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 partners who can share resources to address specific disorder problems in the community.
- 2.4 Develop effective responses to community-defined disorder.
- 2.5 Analyze case studies to identify strategies that can be applied in your community.

Module 3: Communication and Collaboration 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 – 3.5):

- 3.1 Based on the needs of the agency, select appropriate leadership strategies to support effective order maintenance strategies.
- 3.2 List benefits of using a collaborative model to improve quality of life in the community.
- 3.3 Identify methods for communicating effectively with community members about quality-of-life initiatives.
- 3.4 Identify structures to promote collaboration among organization members.
- 3.5 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 – 4.5):

- 4.1 Identify factors that may influence the sustainability of problem-solving initiatives.
- 4.2 Explain the role of discretion when managing disorder in the community.
- 4.3 Develop a plan for the training and ongoing professional development of personnel involved in problem-solving initiatives.
- 4.4 Select appropriate performance measures for evaluating the success of first-line personnel.
- 4.5 Analyze case studies to identify strategies that can be applied in your community.

Module 5: Conclusion

The conclusion module synthesizes course content and aligns with learning objectives from the preceding course modules.

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.

The pre- and post-test assessment items are as follows:

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. A rise in disorderly behavior in downtown locations is fueled by drug use. Police work with outpatient programs to connect individuals to treatment services.
 - b. 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.
 - c. 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.
 - d. 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

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. Module 1 Overview
- II. The Importance of Addressing Quality-of-Life Issues
- III. Research on Managing Disorder to Reduce Crime
- IV. Contrasting Approaches to Managing Disorder
- V. The Role of Law Enforcement in Maintaining Quality of Life
 - a. Audio Interview with Dr. William Sousa
- VI. Video Case Briefing: Community Policing as a Roadmap

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

Module Overview

This module provides insight on how law enforcement agencies can apply problem-solving methods to identify and define disorder problems and respond to them proactively. The module emphasizes the benefits of using a partnership-based approach when developing and implementing strategies to manage disorder.

Learning Objectives

TLO 2 & ELO 2.1–2.4

Module Schematic

- I. Module 2 Overview
- II. Planning for a Return on Investment
- III. Where to Focus Resources
- IV. Innovative Problem Solving
 - a. Audio Interview with Sheriff Clarence Birkhead
- V. Enhancing Collective Efficacy and Shared Guardianship
- VI. Video Case Briefing: Shared Responsibility, Shared Resources

Module 3: Collaboration and Communication to Support Problem Solving

Module Overview

Disorder problems in the community, once identified, often require multi-faceted responses. As law enforcement agencies develop strategies to address disorder, they must 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—fostered by effective leadership styles and organizational culture—can provide a foundation for the success of an initiative.

Learning Objectives

TLO 3 & ELO 3.1–3.4

Module Schematic

- I. Module 3 Overview
- II. Leadership Strategies to Support Community Care Initiatives
- III. Promoting Collaboration within the Organization
- IV. Collaborating with Community Partners
 - a. Audio Interview with Detective Joseph Philippon
- V. The Community of Practice: A Model for Collaboration
- VI. Video Case Briefing: Harm Reduction Through Integration of Services

Module 4: Sustaining Initiatives for Long-Term Success

Module Overview

Module 4 explores strategies to bolster the long-term sustainability of initiatives focused on disorder and minor offenses. This module identifies training opportunities to enhance the ability of first-line personnel to exercise discretion when managing disorder. The module also explains the role of performance measures in furthering the goals of collaborative problem solving. Finally, the module discusses how to maintain community support for law-enforcement-led initiatives to improve quality of life.

Learning Objectives

TLO 4 & ELO 4.1–4.4

Module Schematic

- I. Module 4 Overview
- II. Decision-Making and Discretion
- III. Training and Ongoing Professional Learning
 - a. Audio Interview with Dr. Edward Keane
- IV. Maintaining Community Support
- V. Measuring What Matters
- VI. Video Case Briefing: Creating a Path to Sustainability

Module 5: Conclusion

Module Overview

The conclusion module synthesizes key elements of the course content. At the end of the module, learners have an opportunity to develop actionable plans to meet challenges facing their own communities.

Learning Objectives

This conclusion module draws on learning objectives from the preceding course modules.

Module Schematic

- I. Realizing a Vision of Community Care
 - a. Checklist: Contemporary Approaches for Responding Effectively to Community-Defined Disorder
 - b. Shifting from *Cure* to *Care*
 - c. Audio Interview with Captain Scott Russell
- II. Developing an Action Plan
 - a. Action Plan Form
 - b. Course References

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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