
Introduction

Overview

Policing continues to evolve in response to new knowledge, demographic changes, and societal demands. The current emphasis on Crime Reduction advances the practice of policing models – moving forward from traditional policing, to community policing/ problem-oriented policing, and most recently, intelligence-led policing. In moving away from the professional model of policing, Herman Goldstein introduced concepts of community policing in 1979, emphasizing a problem-oriented approach. Police services across Canada began to implement those changes in the late 1980's to 1990's. Problem-oriented policing provided a framework to facilitate a more proactive, engaged and targeted model of service delivery. It was intended to promote crime prevention initiatives, leading to a more sustainable form of community safety. In early 2000, the Crime Reduction model built on previous changes toward an emphasis on intelligence-led, evidence-based, and a more collaborative response to the problem of crime.

Currently, Crime Reduction is viewed as an umbrella approach encompassing advances brought about by Goldstein's problem-oriented policing model while adopting a more targeted approach toward prolific offenders. Police leaders who model their commitment, knowledge and support for problem solving approaches will encourage and empower their front-line officers to adopt more effective crime reduction practices. All officers play an important aspect in problem solving, however, front-line officers play a critical role in identifying and prioritizing community concerns due to their knowledge and experience at the street level. Current technology and proper analysis of key information assists in establishing research priorities, project direction, and a better understanding of community concerns.

This manual, *Policing: A BC Practitioners' Toolkit* (2nd edition) provides six 12-15 minute in-service training lessons designed to be flexible in its delivery to fit the needs of each organization. They are intended to refresh and increase officers' knowledge and skills to support effective policing.

This second edition has evolved from the initial toolkit entitled *Problem Oriented Policing: A BC Practitioners' Toolkit* produced in 2007. In addition to the title change that reflects a more comprehensive approach to problem solving, the 2nd edition has several other changes. The first change is found in Lesson 1 (Crime Reduction) which provides an update on the progress that has been made in British Columbia under the Crime Reduction strategy. The second change in Lesson 4 (Crime Prevention through Social Development) has had the application exercise refreshed and the entire lesson has been placed ahead of the situational crime prevention lessons. The third change entails the addition of a lesson plan to the appendix for the purpose of training supervisors. This lesson is intended to draw attention to the characteristics of a strong problem solving leader. Finally, in response to feedback from the first edition, the accompanying CD now also contains the option of a continuous power point featuring all the lesson plans in succession to facilitate a continuous training seminar. The continuous power point version, in addition to the individualized lesson presentations, is available for both the CAPRA and SARA problem solving models.

About the Toolkit

Policing: A BC Practitioners' Toolkit (2nd edition) was produced by the School of Criminology and Criminal Justice and the BC Centre for Safe Schools and Communities at the University of the Fraser Valley, in collaboration with the New Westminster Police Service and the Royal Canadian Mounted Police (RCMP), and the BC Centre for Safe Schools and Communities. The toolkit is intended to assist police departments in promoting best practices, and a greater understanding of specific policing strategies. This resource is also intended to encourage and empower police officers to adopt a more systematic, logic-driven, and collaborative approach to crime-related community concerns. The lessons are appropriate for training volunteers working at community police offices as well.

The toolkit includes lesson plans with power point presentations, and supporting information to facilitate department-wide implementation. The lesson plans have been adapted for both municipal and RCMP police agencies within British Columbia. This resource manual can be delivered in formats involving six 15 minute workshops to accommodate in-service training during such times as shift briefings; or, as a continuous session involving all six lessons at one time. An additional lesson plan is included for supervisors, which focuses on the specific characteristics that are required of an effective problem solving supervisor.

The toolkit includes the following lessons:

- Lesson 1: Crime Reduction
- Lesson 2: Problem-Oriented Policing
- Lesson 3: Problem Solving Model
 - 3A SARA Problem Solving Model
 - 3B CAPRA Problem Solving Model
- Lesson 4: Crime Prevention through Social Development
- Lesson 5: Situational Crime Prevention I (Crime Triangle, Broken Windows Theory)
- Lesson 6: Situational Crime Prevention II (C.P.T.E.D.)
- Supervisors' Lesson: Characteristics of an Effective Problem Solving Supervisor

Instructor Notes

To deliver a comprehensive review of the toolkit, all six lessons should be included in the training. The lessons are designed to raise awareness about the range of tools that are available to police. Although these lessons are primarily designed with police officers in mind, civilian staff and community volunteers could be encouraged to participate. Providing a whole-agency approach ultimately supports the principles and practices of crime reduction in a systemic way.

The additional lesson plan, *Supervisor Lesson: Characteristics of an Effective Problem Solving Supervisor*, is included for in-service training opportunities at the supervisory level. The lesson is designed to raise awareness of the qualities that contribute to effective leadership.

Instructors may find that participants have a perception that community problem solving by police is not 'real' policing or that it encourages officers to become 'social workers'. This perception may particularly arise with Lesson 4 as Crime Prevention through Social Development is discussed. In such cases, it may be helpful to re-establish the importance of prevention-based community work and effective problem solving. Furthermore, the methods and concepts in the lesson plans draw attention to the importance of incorporating a broader range of tools. This will ultimately allow for a more strategic response, greater job satisfaction, less stress, and fewer calls for service. Instructors may wish to acknowledge the fact that police officers never completely escape response-driven work.

Note: Although the toolkit provides examples to support the concepts, the integration localized experiences will bring even greater relevancy to the lesson plan materials.

Lesson plan format

Each lesson plan contains the following components:

Component	Information provided
Lesson plan	<ul style="list-style-type: none">• Purpose of lesson• Overview of learning objectives• Time required for presentation• Instructional techniques• Materials required• Script and instructions for each PowerPoint slide (steps required to meet each learning objective)
Materials	<ul style="list-style-type: none">• PowerPoint CD• Handouts

Overview of Lesson Plans

Lesson 1: Crime Reduction

Time: 15 minutes

This lesson will provide officers with an understanding of the crime reduction concept. The officer will become aware of the rationale underlying crime reduction, including its key features, and how the overall concepts apply to the general duty police officer.

Lesson 2: Introduction to Problem-Oriented Policing

Time: 15 minutes

This lesson provides an overview of problem-oriented policing (POP). The lesson consists of a brief historical review of POP, including the rationale for a shift in policing services. In addition, the lesson outlines the defining and underlying concepts of POP, along with a summary of its strengths and benefits from the perspective of the community, police agency, and front-line officers.

Handout: Problem-oriented Policing Officer Benefits

Lesson 3A: SARA Problem Solving Model

Time: 15 minutes

This lesson reviews the SARA problem solving model. After a brief review of POP, the lesson focuses on the four steps of SARA as a system for guiding police officers as they work through problems, anticipate problems and facilitate an effective networking capability for problem solving, both internally and externally.

Handout: SARA Worksheet

Lesson 3B: CAPRA Problem Solving Model

Time: 15 minutes

This lesson reviews the CAPRA problem solving model. After a brief review of POP, the lesson focuses on the five steps of CAPRA as a system for guiding police officers as they work through problems, anticipate problems and facilitate an effective networking capability for problem solving, both internally and externally.

Handout: CAPRA Worksheet

Lesson 4: Crime Prevention through Social Development

Time: 15 minutes

This lesson provides an overview of Crime Prevention Through Social Development (CPSD). It focuses on the relationship between crime and the social environment by examining the ways in which a social development framework can assist police officers in targeting root causes of crime. Officers will be given a scenario in which to apply this concept at the end of the lesson.

Lesson 5: Situational Crime Prevention I (Crime Triangle, Broken Windows Theory)

Time: 15 minutes

This lesson is the first in a two-part series about Situational Crime Prevention. Lesson 4 outlines the definition and theoretical basis of Situational Crime Prevention as a response strategy within the problem-oriented policing initiative. Officers will be introduced to two Situational Crime Prevention concepts: the Crime Triangle and the Broken Windows theory.

Handout: Crime Triangle and Broken Window Escalation Model

Lesson 6: Situational Crime Prevention II (C.P.T.E.D.)

Time: 15 minutes

This lesson is the second in a two-part series on Situational Crime Prevention. Lesson 5 provides a review of Situational Crime Prevention (including the Crime Triangle and Broken Window theory) and introduces Crime Prevention through Environmental Design (C.P.T.E.D.). Officers will be given a scenario at the end of the lesson through which to apply the various Situational Crime Prevention concepts.

Handout: Techniques for Situational Crime Prevention

Appendix A: Supervisor Lesson: Characteristics of an Effective Problem Solving Supervisor

Time: 10 minutes

This lesson is intended to be separate from the other lessons. It is intended to be taught to supervisors or managers who will be involved in problem solving activities. Its purpose is to serve as a reminder of specific characteristics required of an effective problem solving supervisor that entail aspects of leadership, coaching, innovation, and professionalism.

Appendices

In addition to the lessons, the appendices at the end of the toolkit contain information sheets, templates, resources, and forms that can be adapted by police agencies. These include:

Appendix A: Characteristics of an Effective Problem Solving Supervisor

Appendix B: Key Elements of Problem-Oriented Policing

Appendix C: Problem Analysis Guide –contains reference notes to promote a deeper understanding and analysis of problems

Appendix D: Problem-Oriented Policing Project Form – documents inter-departmental processes, promotes communication, and information-sharing

Appendix E: Recommended Readings – also includes useful website links

Appendix F: Participant Questionnaire – provides feedback on lessons regarding lesson delivery, officer's previous training, and officer's perception regarding the likelihood of integrating lesson content