

Event 1 – Police Sciences
Session 10- Problem Solving/CAPRA
LD-3 - Policing in the Community

Date Revised: 09/16/2019

Course Goal: To teach recruit officers the basic-fundamentals of problem solving

Learning Objectives:

- Define the term “problem” **[LD3.3A]**
- Identify the elements of the crime triangle **[LD3.3B1-3]**
- Discuss the Broken Windows Theory **[LD3.3.C]**
- Define problem solving **[LD3.3D]**
- Distinguish between Problem Oriented Policing (POP) and Community Policing (CP) **[LD3.3E]**

Time: 2 hours

<p>Resources:</p> <ul style="list-style-type: none"> • 5-Step Process Handout • CAPRA Handout-Case studies and questions • Audio/video device • Classroom with tables • White board • Dry-erase markers • Flip chart with markers 	
<p>Session Summary: The recruit officer will be introduced to the fundamentals problem solving by means of classroom facilitation, role plays, and case studies and learning activities.</p>	
Outline	Instructor Notes
<p>I. Problem Solving</p> <p style="padding-left: 20px;">A. Define the term “problem” [LD3.3A]</p> <p style="padding-left: 40px;">a. A problem is defined as</p> <p style="padding-left: 60px;">1) Two or more incidents that are</p> <p style="padding-left: 80px;">a) Similar in nature</p> <p style="padding-left: 80px;">b) Causing harm or are capable of causing harm</p> <p style="padding-left: 60px;">2) With an expectation that the police will do something about it</p> <p style="padding-left: 20px;">B. Elements of crime triangle or problem analysis triangle required to constitute a crime [LD3.3B]</p> <p style="padding-left: 40px;">a. Victim [LD3.3B1]</p> <p style="padding-left: 40px;">b. Offender [LD3.3B2]</p> <p style="padding-left: 40px;">c. Location [LD3.3B3]</p>	

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- C. Discuss the Broken Window Theory **[LD3.3C]**
 - a. Is a problem solving theory based on the Idea that one unchecked problem may lead to other problems.
 - b. Developed by James Q. Wilson and George Kelling
 - c. Examples of community “broken windows” are:
 - 1) Graffiti
 - 2) Illegal dumping
 - 3) Blighted property
 - 4) Drinking in public
 - 5) Prostitution
- D. Define problem solving **[LD3.3D]**
 - a. Problem solving is a comprehensive planning process that attempts to attain long-term benefits through effectively:
 - 1) Identifying problems and priorities
 - 2) Collecting and analyzing information concerning the problem in a thorough, though not complicated, manner
 - 3) Developing or facilitating responses that are innovative, tailor-made with the best potential for eliminating or reducing the problem
 - 4) Evaluating the response to determine its effectiveness and modifying it as necessary

Learning Activity Problem Solving/CAPRA-Case Studies

- E. Distinguish between Problem Orientated Policing (POP) and Community Policing **[LD3.3E]**
 - a. Define Problem Orientated Policing (POP)
 - 1) Problem Orientated Policing is an approach to policing in which the focus is on a thorough analysis of problems within the police mandate, developing a prevention response.
 - b. Define Community Policing (CP)
 - 1) Community Policing is an all-encompassing philosophy which includes problem-oriented policing and engages the community in the policing

Learning Activity #1

Problem Solving

CAPRA/Case Studies

(Work as a big group, write responses for each on the white board)

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process.

- a) Application of responses to

Learning Activity: CAPRA – Problem Solving Scenario

(14A67, 459 Suspect there now)

Introduce the 5-Step Process for voluntary compliance.

II. CAPRA Objectives.

- A. Throughout your training you will be able to identify and utilize the different components of the CAPRA problem solving model

You will be able to:

- a. Define who the client(s) is (are)
- b. Define, where appropriate, with the client what issues are, what the problem is and
- c. Acquire the skills, knowledge and information required to address the problem through research or consultation with the client and/ or community resources (partnerships)

You will be able to, whenever possible:

- a. Analyze the information obtained in consultation with clients and partners
- b. Generate alternative solutions in consultation with clients and/or partners
- c. Decide on a response in consultation with clients and partners and
- d. Implement the selected response with the assistance of clients and/or community resource (partnerships)

You will be able to

- a. Assess, in partnership with clients how well the situation was handled, including:
- b. How well the problem or issues were defined
- c. How well the necessary information was acquired and analyzed
- d. How well the response, service or solution worked, and
- e. Whether there are better ways to handle similar situation or creative ways to prevent them from recurring

Learning Activity #2
See attached sheet-
“CAPRA Problem
Solving Scenario”

5-Step Process
Handout

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<p>A. GROUP DISCUSSION:</p> <ol style="list-style-type: none">1. Client-centeredness and problem solving in partnership can result in more effective solutions to problems<ol style="list-style-type: none">a. Link to Session 7 understanding the circular modelb. Not necessarily a step by step process but constantly moving within the bulls eye of CAPRA <p>B. Reinforce key learning points</p> <ol style="list-style-type: none">1. The key is to be constantly open to new information, to be flexible, to constantly reassess considering new information and to continuously improve<ol style="list-style-type: none">a. Quality Through Continuous Improvement2. You then learned CAPRA problem-solving model. It is important that you look at CAPRA model as a framework for problem solving3. It is not necessarily a sequential process4. In other words, you may define a problem in partnership with clients, and based on initial information you may be able to respond appropriately. Or, you may acquire and analyze information and decide on a response but because of additional information, must redefine the problem and change your response and reassess5. This model is the foundation for resolving problems in the academy and the field	
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