

Crime Reduction: Enforcement and Prevention Strategies

eLearn Course Overview & Outline



Crime Reduction: Enforcement and Prevention Strategies

Overview

Crime Reduction: Enforcement and Prevention Strategies offers current guidance on effective enforcement and policing strategies aimed at crime reduction. The course also explores the application of crime prevention as a means of actively interdicting and preventing crime in our nation's communities. To help connect principles to practice, this course highlights crime reduction initiatives undertaken by law enforcement agencies around the country, demonstrating how policing strategies can be applied in varying contexts. Through video interviews and case studies, each module presents real-world examples to illustrate the strategies presented in the course.

Scope

Crime Reduction: Enforcement and Prevention Strategies is designed to provide participants with an overview of best practices for crime reduction, including guidelines for implementing an organizational model for crime reduction at all levels within a police department. The course offers useful strategies for problem solving in order to develop immediate, short-term, and long-term responses to crime within a community. 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 practitioners.

Target Audience

Crime Reduction: Enforcement and Prevention Strategies is designed as a professional development program and is intended for public-safety practitioners. It is ideal for law enforcement personnel of all assignments, representing agencies of all sizes and demographics, who play a role in crime reduction. It may also be a valuable tool for non-law enforcement community stakeholders to enhance their awareness of crime reduction efforts.

Prerequisites and Requirements

Although there are no prerequisites, participants with a fundamental knowledge of community policing principles and practices are encouraged to participate.

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

Course Length

Crime Reduction: Enforcement and Prevention Strategies is a self-paced, online course in a modular format consisting of three content modules with interactive exercises. Although course completion times may vary greatly based on factors such as participant engagement, most can expect to complete the full course in approximately four hours. The design of the course allows participants to stop and resume the training based on the demands of their schedule.

Course Assessment Strategy

The *Crime Reduction: Enforcement and Prevention Strategies* eLearn course utilizes standalone pre- and post-tests based on the program's curriculum content. VCPI does not have a pass/fail requirement for eLearn participation. Upon submission of the post-test, participants may print a transcript of the test that includes marked questions and the participant's score. The following questions are used for the pre- and post-tests.

1. Which of the following statements accurately represent challenges associated with crime reduction? **Select all answers that apply.**
 - a. Crime reduction strategies must be tailored to the unique circumstances of each community.
 - b. Nationwide rates of both violent crime and property crime are currently at an all-time high.
 - c. It can be challenging to fully integrate problem-oriented policing throughout an agency.
 - d. Effective crime reduction strategies often require police to invest in community partnerships.

2. Which of the following statements accurately describe the link between police organizational structures and effective crime reduction efforts? **Select all answers that apply.**
 - a. Each organization member should have accountability for defined problem-solving responsibilities.
 - b. Systematic data analysis should inform strategic planning, problem solving, and evaluation of results.
 - c. Agencies that prioritize collaboration with community partners are better positioned to solve problems.
 - d. Crime reduction should be implemented by a specialized task force rather than the entire department.

3. What type of crime reduction strategy is described in this scenario? **Select one answer.**

Scenario: Conditions in a city park have deteriorated over several years. Drug-related crimes occurring in the park have caused much concern for residents. Partnering with government agencies and community groups, city police spearhead an effort to make positive environmental changes in the park to discourage criminal activity there. Additionally, social services and addiction counseling are provided to curb drug abuse within the community.

- a. An immediate response to an incident
- b. A short-term response to a repeat incident
- c. A short-term response to a crime pattern
- d. A long-term response to a chronic problem

4. Which stage of the SARA problem-solving model are police applying in this scenario? **Select one answer.**

Scenario: After an increase in directed patrols in an area identified as a robbery hot spot, the analysts in a local police department examine crime data to evaluate the success of police actions. They are trying to determine whether the increase in patrols in the hot spot led to an overall reduction in crime or simply a relocation of offenders to a different area.

- a. Scanning
- b. Analysis
- c. Response
- d. Assessment

5. Based on the scenario described below, which type of crime pattern corresponds most closely to the events that occurred. **Select one answer.**

Scenario: Eleven convenience stores in a variety of neighborhoods throughout the city have been robbed by different offenders.

- a. Hot Spot
- b. Hot Setting
- c. Hot Prey
- d. Hot Place

6. Based on the scenario described below, which one of the following components of the problem analysis triangle was applied to develop a response to the crime pattern? **Select one answer.**

Scenario: Responding to a crime pattern in which specific types of vehicles are targeted for theft, police publish information for vehicle owners about how to secure their vehicles—both at home and when parked in locations around the city—and work with local dealerships to share the information with customers.

- a. Improve handling of offenders
- b. Improve management of places
- c. Improve guardianship of targets
- d. None of the components were used.

7. Which is the most accurate description of the crime pattern response in this scenario? **Select one answer.**

Scenario: Over the past few months, a local college bar has reported numerous assault and battery incidents involving a variety of different suspects and victims. After analysis of the

pattern, police meet with the bar's owners. They discuss how to train staff to serve alcohol responsibly and how to reduce provocations using crowd management techniques.

- a. After diagnosing a hot prey crime pattern, police respond by educating potential victims on how to prevent assault.
 - b. Responding to a hot spot crime pattern, police increase their presence in the hot spot to act as guardians of victims.
 - c. To reduce crime opportunities in a hot place, police work with place managers to implement environmental changes.
 - d. After identifying a series crime pattern, police work with the handlers of suspected offenders to deter future assaults
8. Which situational crime prevention techniques were recommended by police in the scenario described here? **Select all answers that apply.**

Scenario: Responding to a long-term problem of convenience store robberies, police work with store owners on crime prevention techniques. Police suggest scheduling at least two clerks during night hours, installing security cameras, and improving cash handling practices to reduce cash on hand.

- a. Increase the risk
 - b. Reduce provocations
 - c. Reduce the rewards
 - d. Remove excuses
9. Which critical element of focused deterrence is **MISSING** from the scenario described here? **Select one answer.**

Scenario: A police department initiates a focused-deterrence program to eliminate overt drug markets in the city. Based on analysis of crime data and interviews with residents, victims, and patrol officers, the department selects a group of repeat offenders with known involvement in the drug markets. The offenders, along with family members, friends, officials, and other community members, attend a notification meeting. Police, prosecutors, and corrections officials explain at the meeting that offenders will face heightened enforcement and prosecution. After the meeting, those who re-offend receive swift consequences.

- A. Social services offered to help offenders turn away from crime
- B. Careful selection of a small number of high-risk offenders
- C. Offender notification meeting with a variety of stakeholders
- D. Following through on consequences for continued offending

10. Which of the following statements accurately describe Crime Prevention Through Environmental Design (CPTED)? **Select all answers that apply.**
- a. CPTED can increase collective efficacy in the community.
 - b. CPTED often leverages police-community partnerships.
 - c. CPTED targets specific high-risk offenders in problem areas.
 - d. CPTED applies techniques of situational crime prevention.

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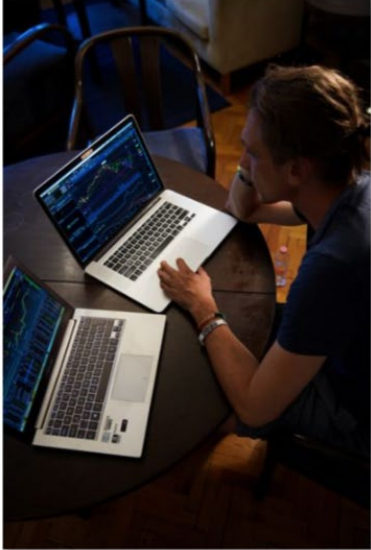
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Course Design Overview

Module 1: Meeting the Challenges of Crime Reduction

This module describes the challenges associated with crime reduction and outlines principles to guide the development of effective strategies to prevent and reduce crime. The module also examines how organizational structures within police departments can contribute to crime reduction efforts, introducing the Stratified Model of Problem Solving, Analysis, and Accountability as a tool to facilitate organizational change. In this module, we explore case studies from a variety of jurisdictions to illustrate the strategies presented.

CHARACTERISTICS OF EFFECTIVE CRIME REDUCTION STRATEGIES



Crime reduction strategies tend to be more effective when they are:

- **Community-oriented**, promoting guardianship of the community
- **Tailored** to local circumstances in the community
- **Data-driven**, using crime analysis to understand the problem
- **Focused** deployment of resources on specific problems
- **Multi-faceted**, using diverse approaches and partnerships
- **Institutionalized** within the practice of an agency

Figure 1 – Module 1 outlines principles to guide the development of effective crime reduction strategies.

Learning Objectives

1. Identify challenges associated with crime reduction.
2. Identify ways in which police organizational structures contribute to crime reduction efforts.
3. Distinguish between immediate, short-term, and long-term strategies to reduce crime.

Instructional Strategies

This module is delivered through eLearning components that include audio narration, visual vignettes, on-screen text, interactive activities, and checkpoint quiz questions.

Content Outline

- I. Section 1.1: Crime Reduction Overview
 - a. Welcome
 - b. Cooperative Agreement
 - c. Course Overview
- II. Section 1.2: Module 1 Introduction
 - a. Module 1 Overview and Objectives
- III. Section 1.3: Challenges and Critical Elements of Crime Reduction
 - a. The Challenge of Crime in Contemporary Society
 - b. Public Safety Personnel as Guardians
 - c. Characteristics of Effective Crime Reduction Strategies
 - d. Community Policing as a Framework for Crime Reduction
 - i. Problem Solving

- ii. Community Partnerships
 - iii. Organizational Transformation
 - e. Quick Check for Understanding: Challenges and Critical Elements of Crime Reduction
 - f. Spotlight on Strategies: Violence Reduction Initiative in Baltimore, MD
- IV. Section 1.4: Organizational Transformation to Support Crime Reduction
 - a. Organizational Transformation to Support Crime Reduction
 - b. Video: Organizational Transformation in Action
 - c. Quick Check for Understanding: Organizational Transformation
 - d. Introduction to the Stratified Model of Problem Solving, Analysis, and Accountability
 - e. Quick Check for Understanding: The Stratified Model
 - f. Spotlight on Strategies: The Stratified Model in the Delaware State Police
- V. Section 1.5: Module 1 Conclusion
 - a. Module 1 Review and References
 - b. Conclusion

Module 2: Immediate and Short-Term Crime Reduction

Module 2 presents immediate and short-term responses designed to address incidents, repeat incidents, and crime patterns in a proactive way. This module explains how data collection, analysis of crime data, development of response strategies, and implementation of evidence-based practices can lead to crime reduction through a whole-organization approach. In this module, we examine the SARA model (Scanning, Analysis, Response, Assessment) as a tool to guide problem solving.

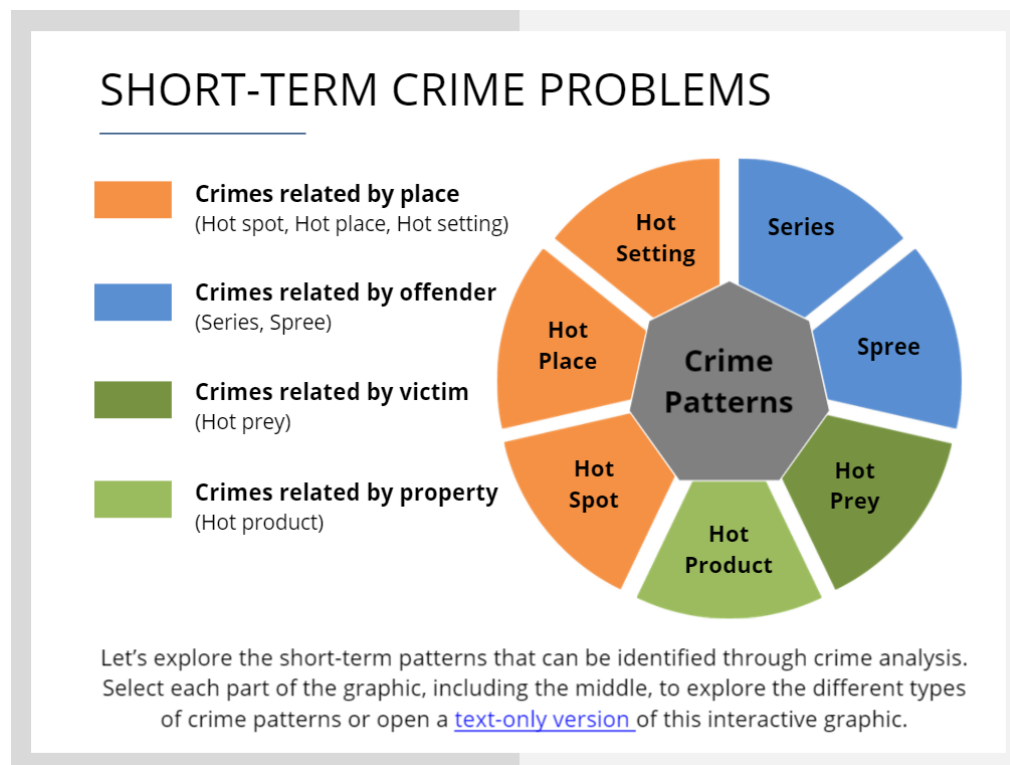


Figure 2 – In Module 2, participants learn how to distinguish between types of short-term crime patterns.

Learning Objectives

1. Recognize the stages of the SARA problem-solving model.
2. Distinguish between types of crime patterns.
3. Apply the problem analysis triangle to an authentic crime scenario.
4. Analyze responses to crime patterns.

Instructional Strategies

This module is delivered through eLearning components that include audio narration, visual vignettes, on-screen text, interactive activities, and checkpoint quiz questions.

Content Outline

- I. Section 2.1: Module 2 Introduction
 - a. Welcome
 - b. Module 2 Overview and Objectives
- II. Section 2.2: Problem Solving for Crime Reduction
 - a. The SARA Model of Problem Solving
 - b. Video: Applying SARA for Crime Reduction
 - c. Quick Check for Understanding: The SARA Model
- III. Section 2.3: Immediate and Short-Term Crime Reduction Strategies
 - a. Immediate Crime Reduction
 - b. Short-Term Crime Reduction
 - c. Short-Term Crime Problems
 - i. Types of Crime Patterns
 - d. Quick Check for Understanding: Crime Patterns
 - e. Developing Responses Using the Problem Analysis Triangle.
 - f. Quick Check for Understanding: The Problem Analysis Triangle
- IV. Section 2.4: Hot-Spot Policing as a Crime Pattern Response
 - a. Hot-Spot Policing as a Crime Pattern Response
 - b. Supporting Collective Efficacy through Hot-Spot Policing
 - c. Spotlight on Strategies: Hot-Spot Policing in Lowell, MA
 - d. Quick Check for Understanding: Analyze a Crime Pattern Response
- V. Section 2.5: Assessment of Crime Reduction Strategies
 - a. Monitoring Process and Progress
 - b. Spotlight on Strategies: Assessing Crime Reduction Strategies in Port St. Lucie, FL
- VI. Section 2.6: Module 2 Conclusion
 - a. Module 2 Review and References
 - b. Conclusion

Module 3: Long-Term Crime Reduction

Module 3 provides guidance on developing effective responses to long-term crime problems. In this module, we examine both offender-focused and place-based strategies, emphasizing a proactive approach to deterrence and prevention. Module 3 highlights the importance of leveraging community partnerships for long-term, sustainable crime reduction. Continuing a field-driven perspective on crime reduction, this module examines several case studies to demonstrate how the strategies presented can be applied in the real world.

SPOTLIGHT ON STRATEGIES: FOCUSED DETERRENCE IN PROVIDENCE, RHODE ISLAND

Faced with a persistent problem of open-air drug markets, the Providence, Rhode Island Police Department (PPD) implemented a focused-deterrence strategy in partnership with the Urban League of Rhode Island.

As you select each part of the graphic, think back to the principles of effective crime reduction that we have discussed so far. Which principles were applied here? How could those principles be applied to meet the needs of your own community?

The diagram consists of three overlapping blue circles. The top circle is labeled 'Problem Solving' and contains a puzzle piece icon. The bottom-left circle is labeled 'Community Partnerships' and contains a handshake icon. The bottom-right circle is labeled 'Organizational Transformation' and contains a gear icon. Below the circles is a blue rectangular box with the word 'Results' in white text.

Figure 3 – In Module 3, participants examine case studies to analyze crime reduction strategies in action.

Learning Objectives

1. Identify situational crime prevention techniques to address a long-term crime problem scenario.
2. Analyze offender-focused strategies used as part of a focused-deterrence approach to crime reduction.
3. Identify community-oriented strategies to reduce crime through a proactive, preventive approach.

Instructional Strategies

This module is delivered through eLearning components that include audio narration, visual vignettes, on-screen text, interactive activities, and checkpoint quiz questions.

Content Outline

- I. Section 3.1: Module 3 Introduction
 - a. Welcome
 - b. Module 3 Overview and Objectives
- II. Section 3.2: Problem Solving for Long-Term Crime Reduction
 - a. Long-Term Crime Problems
 - b. Connecting Theory and Practice for Effective Problem Solving
 - i. Crime Opportunity Theory
 - ii. Rational Choice Theory
 - c. Situational Crime Prevention
 - d. Quick Check for Understanding: Situational Crime Prevention
- III. Section 3.3: Proactive Crime Reduction through Deterrence and Prevention

- a. Focused Deterrence of Problem Offenders
- b. Spotlight on Strategies: Focused Deterrence in Providence, RI
- c. Quick Check for Understanding: Focused Deterrence
- d. Place-Based Strategies for Problem Locations and Areas
 - i. Principles of Crime Prevention Through Environmental Design (CPTED)
- e. Spotlight on Strategies: CPTED in Dallas, TX
- IV. Section 3.4: Community Policing for Sustainable Crime Reduction
 - a. Partnerships for Problem Solving
 - b. Building Trust and Legitimacy
 - c. Video: Community-Oriented Crime Reduction Strategies
 - d. Quick Check for Understanding: Community-Oriented Crime Reduction Strategies
- V. Section 3.5: Evaluating Crime Reduction Goals
 - a. Developing and Evaluating Goals for Crime Reduction
 - b. Components of a Crime Reduction Goal
- VI. Section 3.6: Module 3 Conclusion
 - a. Module 3 Review and References
 - b. Conclusion