

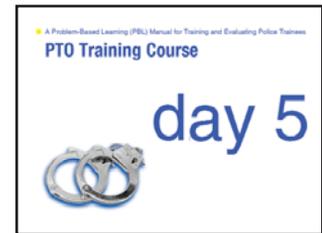


day 5

■ day 5

recap discussion and revisit the course development problem

TIME: 15 minutes



block 13 learning activity packages (LAPs)

TIME: 2 hours

OUTCOMES:

Students should be able to complete the following:

- Explain the role of LAPs in the PTO program and how trainees can use them for remedial (or primary) learning.
 - Create, and be able to help a recruit create, a LAP with all the required elements, such as an index of resources, Internet sites, case studies, and a set of questions for prompting ideas.
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RESOURCE MATERIALS:

- Internet access
 - Assorted resources for inclusion into LAPs (e.g., maps, local resources, training information on problem-oriented policing, crime prevention through environmental design-CPTED, etc.)
 - Document folders
 - Index sheet
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LEARNING METHODS:

- Lecture
 - Group exercise
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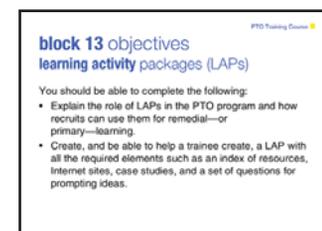
COURSE MATERIAL:

Learning Activity Packages

Facilitators describe the concept of LAPs and their role in the training program. Facilitators ask the class to identify topics and high-priority areas in which additional material will assist trainees.

Group exercise: Creating LAPs

1. Class is divided into five groups.
2. Each group chooses two topics and collects information for each LAP. The topics must include problem-oriented policing and the SARA model, CPTED, learning styles, and crime analysis.



3. The group should also include an Internet search with URL addresses or useful websites. Members of the group who are proficient with computers should assist those in the group who are not.
4. Other information useful in the LAPS includes a list of resources, phone numbers, legal statutes, case laws, local information such as maps, names of community leaders and other key persons, etc.
5. Each LAP must contain an index and all appropriate documents or information.

The groups briefly report back their findings to plenary session.

Day 5 Lunch Break

block 14 neighborhood portfolio exercise (NPE)

TIME: 2 hours

OUTCOMES:

Students should be able to complete the following:

- Describe the role of the NPE in the trainee's learning process and how it is evaluated.
 - Describe how a NPE is conducted, how it can be scheduled, and the kinds of information required in the presentation.
 - Explain the formats that can be used to present a NPE in the final week, keeping in mind different learning styles and multiple intelligences.
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RESOURCE MATERIALS:

- PTO manual
 - Flip chart
 - PowerPoint presentation
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LEARNING METHODS:

- Lecture
 - Group discussion
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EVALUATIONS:

- Self/journal
- Group

COURSE MATERIAL:

Facilitators should discuss the role of the Neighborhood Portfolio Exercise. They discuss the importance of community participation in the problem-solving process and the integral role of community partners during the trainees' learning. The Beach Bar exercise demonstrates for them what they may choose to do with their trainees.

Beach Bar Exercise

Facilitators provide the class with a community problem involving a "Beach Bar."

The Beach Bar

The Beach Bar is a neighborhood bar that has caused problems for many years. Underage service is a continuing issue, along with bar fights, drunk driving, and noise complaints from nearby residents. Police have responded to incidents at the bar and have made a number of arrests; however, the problem has not been resolved. The bar owners are uncooperative with police and have complained about police harassment.

Class students brainstorm and provide a list of all initial people in the neighborhood who might help scan or respond to the problem (e.g., fire marshal, local liquor inspector, code enforcement officer, local politician, local newspaper reporter, chair of local business association, local school principal, etc.) The facilitators then number this list.

The students are asked to provide actual first and last names of similar people who match these descriptions in the area where they work as police officers.

Facilitators describe these community contacts as a primary means by which officers resolve problems in most problem-oriented policing projects. Facilitators reinforce that simply having the names of community contacts in a "rolodex" is not as effective as actually knowing these people personally. This is the rationale for the Neighborhood Portfolio Exercise during the PTO training.

The Neighborhood Portfolio

Facilitators should present the Neighborhood Portfolio Exercise and Evaluation, and conduct a discussion.

PTO Training Course

block 14 objectives
neighborhood portfolio exercise (NPE)

You should be able to complete the following:

- Describe the role of the NPE in the trainee's learning process and how it is evaluated.
- Describe how the NPE is conducted, how it can be scheduled, and the kinds of information required in the presentation.
- Explain the formats that can be used to present a NPE in the final week, keeping in mind different learning styles and multiple intelligences

PTO Training Course

the beach bar

The Beach Bar is a neighborhood bar that has caused problems for many years. Underage service is a continuing issue, along with bar fights, drunk driving, and noise complaints from nearby residents.

Police have responded to incidents at the bar and have made a number of arrests; however, the problem has not been resolved. The bar owners are uncooperative with police and have complained about police harassment.

In small groups, each member of the class is asked to describe how he or she will present the NPE to his or her trainee. Each member of the class is also asked to develop a method to monitor the trainees' progress with the exercise during the training period.

Review of the Course Development Problem

Time: 1 hour

Students review the Course Development Problem assigned on Day 1. They identify with partners what they need to know in order to commence training. Plenary discussion follows with Q and A.

block 15 progress report

TIME: 1 hour

OUTCOMES:

Students should be able to complete the following:

- Use methods from the PTO program, including the Learning Matrix, LAPs, PBLEs, and journal writing to respond to the “Parking Lot Problem.”
 - Compare your responses for the “Parking Lot Problem” from Day 1 with responses you offer today and describe the benefits of the PTO program.
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LEARNING METHODS:

- PBL review exercise
 - Group discussion
-

EVALUATION:

- Self/journal
-

COURSE MATERIAL:

The Recruit Parking Lot Problem #2

You are on patrol and receive a radio call regarding ongoing theft and vandalism issues in a parking lot. Your recruit responds to the symptoms of the issue but is not dealing with the root causes of the problem. Your recruit is an excellent incident responder, but shows no interest or initiative in becoming a problem solver. Your recruit is satisfied with taking reports and does not think anything else should be done.

PTO Training Course ■

block 15 objectives
progress report

You should be able to complete the following:

- Use the PTO program to respond to the parking lot problem.
- Compare Day 1 and Day 5 responses and evaluate the benefits of PBL.

■ day 5

Facilitators ask the class to address this issue using the PBLEs, the NPE and other strategies from the PTO program.

Facilitators compare Day 1 and Day 5 responses to this exercise and solicit the class response. Group discussion follows.

block 16 course evaluations

TIME: 1/2 hour

OUTCOMES:

This is not a teaching block. It is the course evaluation.

RESOURCE MATERIALS:

- Student journals
 - Evaluation form as used in the jurisdiction where this course is offered
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LEARNING METHODS:

- Group discussion
 - Question and answer session
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EVALUATIONS:

- Self/journal
 - Course evaluation sheets
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COURSE MATERIAL:

Students complete course evaluation forms provided at the jurisdiction where the course is taught

- Throughout the course, and at the beginning and end of each day, the learners have been using daily journals to record questions, concerns, and what they have learned from the previous day's material. Prior to completing the evaluation forms, students should take a moment to review their own personal journals.

This is the completion of the PTO course. At this point, each jurisdiction may have special certificates for presentation. If not, facilitators should present certificates of completion to students. In addition, if students are not from the same agency, class lists with contact information should be exchanged for future networking.

