### **Community Policing Plan Group Project**

[Community Policing Plan Group Project](https://learn.humber.ca/webapps/blackboard/content/listContent.jsp?course_id=_186351_1&content_id=_11745195_1&mode=reset" \o "Alternative formats)

**PFP 204 Community Policing**

**Community Policing Plan Group Project**

**Worth 25% of Final Grade**

**Assignment Due Date: Week 13**

**Collaborative Learning and Community Policing:**

Collaborative learning is defined as the instructional use of small groups to promote students working together to maximize their own and each other’s learning (Johnson, et al., 2008).

Community Policing is based on the principles of collaboration, problem solving, conflict

management and working within multi-disciplinary teams.  This project is designed to replicate

authentic policing experiences in which students will be working with colleagues towards a final goal.

Students are expected to navigate the process of group work and managing possible

conflicts that may arise.  The expectation is full collaboration throughout the entire group work

process.

**Purpose of this Group Project**

The group project aligns with the Program and Course Learning Outcomes listed in the Course Outline.  Namely,

* + Collaborate in the development and implementation of community policing strategies.
	+ Navigate various police and community resource portals to interpret data and information on community building activities

The project is also designed to ground students with an equity, diversity, and inclusivity (EDI) focus and sustainability mindset.

This mindset challenges students to critically exam and intersect course content with real world applications in a way that demonstrates compassion and empathy to serve equity seeking groups while contributing to the well-being of the community.

**Group Formation**

All students will be responsible to form their own groups.  It is encouraged that student connect with each other at the beginning of the semester.  Group sizes are set at 4 students per group.  It is the student’s responsibility to connect with classmates when forming groups.

Groups are to be formed by the end of week 3.

**What is Your Group Required to Deliver?**

The group project consists of 2 deliverables.

**Deliverable #1: Group Component (worth 20%)**

Students will be part of a working group that is tasked to collaborate with the Toronto Police Service and create a community policing strategy that **aims to reduce** crime within a specific Toronto neighbourhood by utilizing the CAPRA problem solving model.

Students will select a Toronto neighbourhood of their choice, access and interpret authentic data about that neighbourhood from data portals, and incorporate the principles of mobilization, collaboration, and engagement to create their strategy.

Before beginning the tasks of the assignment, students are required to collaborate in their groups to select a Toronto Neighborhood that will be the focus of their strategy.  Follow these 3 steps to select your Neighbourhood (these steps are not graded):

**Step 1:** Access the City of Toronto Neighbourhood Profiles site which can be found here:

<https://www.toronto.ca/city-government/data-research-maps/neighbourhoods-communities/neighbourhood-profiles/?accordion=what-are-the-changes-to-neighbourhoods>

Familiarize yourself with the content within the following headings by navigating and exploring these headings.

* + What are the Changes to Neighbourhoods?
	+ Overview
	+ What are Neighbourhoods and How were they created?
	+ 2016 Neighbourhood Profiles
	+ Accessibility Features

Refer to the following Screen shot to ensure you are on the same page:

**Step 2:** Choose a neighbourhood of your choice by using either the address /place, or alphabetically, or numerically search parameters.

Once you have chosen your neigbhourhood, analyze the 2016 Neighbourhood Census Profile corresponding your chosen neighbourhood.  This is a detailed document that will provide excellent information on your neighbourhood pertaining to population, income, housing, identity, language, education etc.

This process represents the “Acquiring and Analyzing” (A) stage of CAPRA

The above screen shot shows the webpage with the three (3) methods to access your neighbourhood of choice.  ***Hint:****Choose a neighbourhood that perhaps your group can relate to in if applicable as this will make the project more authentic.*

The below picture is an example of using the Alphabetical Listing of Neighbourhoods method to access a listed neighbourhood of choice. The cursor is positioned on the “Annex” Neighbourhood which is also listed as Hood # 95.

By clicking the Annex neighbourhood, it will take you to the below page.  At this point, click the **2016 Neighbourhood Census Profile** link that corresponds to the neighbourhood of your choice and conduct an analysis.

The Link to my chosen neighbourhood’s 2016 Neighbourhood Census can be found here:

<https://www.toronto.ca/ext/sdfa/Neighbourhood%20Profiles/pdf/2016/pdf1/cpa95.pdf>

**Note:** This is a detailed document with many different terms, definitions and descriptors which may seem difficult at first to comprehend.

Your goal is to focus on the infographics that show statistics and the unique neighbourhood traits as seen on pages, 3,7,9,11,13,15,17 etc.  To get a sense or feel of who lives, works, and plays in your chosen neighbourhood, keep in mind that the first “A” in CAPRA represents the “acquiring and analyzing information” step.

**Hint:**  It is recommended that once a group has chosen their neighbourhood, each member reviews the details of the Neighbourhood Census document, take appropriate notes, and formulate any questions and discuss among group members.  This is a great way for the group to begin contributing their thoughts and opinions on your crime prevention strategy.

**Step #3:** Cross reference your chosen neighbourhood with crime map statistics tracked by Toronto Police Service (TPS).  These are the steps to take to access this portal:

* + Access the Public Safety Data Portal here:  <https://data.torontopolice.on.ca/>
	+ Click on the “Maps” tab and then click on “Neighbourhood Crime”.  You should see this picture below.  Click on the chevron and click on the “neighbourhood” option and enter the number of your chosen neighbourhood.

Notice where the cursor is pointed in the picture below.

This picture below shows neighbourhood 95 “Annex”

Once your group has chosen the Neighbourhood, you are now ready to build your community policing strategy by completing the following 4 Tasks which will be the graded components of the project.

It is recommended that students review the CAPRA resources listed below (students are invited to conduct a deeper search of this model on their own and include other resources).

**CAPRA Resources:**

What is CAPRA? (Textbook Reference Chapter 5)

CAPRA Problem Solving Model Booklet

<https://popcenter.asu.edu/sites/default/files/library/unpublished/ProblemAnalysisTools/164_CAPRA_Problem_Solving_Model_Booklet.pdf>

CAPRA PowerPoint Resource:

<http://www.policeofficerleadership.com/revised%20capra.pdf>

**Graded Components (Tasks)**

**Task #1    Focus on the “C” (clients) and first “A” (analyzing and acquiring) of CAPRA and provide an analysis of your chosen neighbourhood.  This analysis should directly reference the information gathered from the portals.**

Consider who lives, works, and plays there as your sources of information along with police and social service data.  What is the state of crime and disorder and what types and levels of risks exist? Do Vulnerable Groups live in the neighbourhood?  (Text Reference pages 145-151).

**Task #2     Using the “P” Partnerships of CAPRA, create a plan that describes the steps you will take to develop strong and positive relationships with citizens and groups residing or working in your neighbourhood.**

Your plan should utilize the principles of community cohesion, the asset principle, mobilization moments, outreach, and engagement. (Textbook reference Chapter 5: pages 150-159, Chapter 6: pages 159-172).

This approach develops the social capital necessary to build community cohesion and eventually, a low demand neighbourhood.  Use the Framework for Community Safety and Well-Being from Chapter 4 as a guide and content presenting in live and asynchronous sessions.

Consider these questions:

* + Explain which equity seeking groups should be mobilized in your plan and describe how they will contribute to reducing crime.

* + Explain which not for profit and/or for-profit institutions should be mobilized in your plan and describe how they will contribute to your strategy.

Figure 5.3 from Textbook: Building Community in High-Demand Neighbourhoods

Resources:

Consider the resources provided by the Toronto Police Service 22 Division Community Police Liaison Committee that contributes to crime prevention by following this link:  <https://www.22divisioncplc.ca/crime-prevention/>

Consider the following Organizations (***or any others you can think of***) that would be active contributors of in building community and social capital by linking their mission and goals to your strategy:

Canada Council for the Arts:

<https://canadacouncil.ca/glossary/equity-seeking-groups>

Serving with Pride:  <https://www.servingwithpride.ca/>

Toronto Aboriginal Support Services Council: <https://www.tassc.ca/>

The Homeless Hub:                                      <https://www.homelesshub.ca/>

Elizabeth Fry Society:                                   <https://efrytoronto.org/>

United Way of Greater Toronto Comprehensive List of Recipient Agencies: <https://www.unitedwaygt.org/list-of-agencies>

**Task #3     Using the “R” Response of CAPRA, incorporate the 4 Ds of appreciative inquiry (textbook page 167-168. Figure 6.1) and the principles of Asset-Based Community Development (textbook reference Chapter 6: pages 159-194) to guide your approach.**

Your responses here can include service, protection, enforcement and/or alternatives which are detailed in the CAPRA Problem Solving Model Booklet on page 6 of this guide.

What is Appreciative Inquiry

<https://youtu.be/l3RjC5vllZ4>

**Task #4     Using the second “A” of CAPRA, highlight a plan to assess if your strategy will have an impact on crime reduction. (Textbook reference Chapter 11: pages 312-339).**

It is recommended that you utilize Table 11.3 on page 333 of the textbook to support your response. An editable PDF version of this table is included.

**The Final Product will:**

* + be an authentic and original media product (audio/video) created by the group that captures all assigned tasks (be as creative as you can!!)
	+ will derive from a well-known and supported media platform (google sites, google slides, Panopto, You Tube, PowerPoint etc.)
	+ include recommendations and strategies that support principles of EDI
	+ possess logical flow, structure, and organization
	+ include the names and ID of each member of the group
	+ include a reference list (in APA format) <https://library.humber.ca/help/apa>

**Grading:**

Groups will be graded on the completion of each of the tasks within their crime reduction plan, submission of a group reflection, and a reference page.  The rubric used for marking will be posted on Blackboard.

**Deliverable #2: Individual Student Reflection (5%)**

Each group member will complete an individual reflection outlining their specific contributions and approach to the final group strategy and how they managed any group dynamics, styles, and personalities.  The reflection is designed to simulate the challenges and successes students will experience in professional working community policing teams.

**What you Required to Submit:**

* + The final product will be an individually completed reflection that can be submitted in either a written, podcast, or audio/video format and responses to the questions below.
	+ A title page in APA format with full name and student ID, Instructor’s name and course name and section

**Note:** Each student is required to complete their own reflection. Students will not receive a final group strategy mark unless a reflection is submitted.

**Grading:**

The individual report will be graded on student’s ability to provide an honest and authentic self- reflection of the entire group process.  Reports that include a deeper self-analysis that assumes responsibility, accepts ownership, and indication personal insight gained will receive higher grades.

The individual report can be submitted in written PDF or podcast formats in Blackboard under the Assignments Tab called **“Group Project Individual Reflection**” The rubric used for marking will be posted on Blackboard.

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