

Course Outline for: SOC 2132 Police and Community**A. Course Description:**

1. Number of credits: 3
2. Lecture hours per week: 3
3. Prerequisites: None
4. Corequisites: None
5. MnTC Goals: None

This course examines the interaction of peace officers with members/groups in the communities – focus on minority groups and the application of community oriented policing principles. This course meets specific Minnesota Peace Officer Standards and Training (POST) Board learning objectives (as listed in the outline) for pre-service law enforcement students including community oriented policing philosophy, crime prevention, cultural diversity, bias motivated crime and the proper police response, domestic abuse and assault state mandates, ethics, police professionalism, and the use of discretion by the police.

B. Date last revised: January 2023**C. Outline of Major Content Areas:**

1. Understanding the history and evolution of policing
2. Community Policing Philosophy
3. Volunteerism
4. Crime prevention methods and strategies
5. Diversity: Awareness of Cultures, Subcultures and Communities
6. Value of Diversity to Law Enforcement
7. Intolerance, stereotypes, and racial profiling
8. Bias motivated crime and mandated reports
9. Domestic abuse and assault and mandated reports
10. Crime victim reparation board
11. Peace officer response to crime victims
12. Officer discretion
13. Principles of ethics for police
14. Police professionalism
15. The disciplinary process
16. POST Board Standards of Conduct

D. Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Explain the principles of police and community relations.
2. Identify the principles of community crime prevention.
3. Discuss the relationship between ethics and professionalism in law enforcement.

4. Outline the disciplinary roles and possible civil or criminal punishments of officer misconduct.
5. Identify Minnesota law related to how police handle biased motivated crime.
6. Discuss the unique dimensions and expectations of a racially, religiously and culturally diverse population which impact how the police perform their duties.
7. Assess the dynamics of domestic family violence and the proper police responses.
8. Identify anti-racist principles and their application in law enforcement and community policing.
9. Meet applicable Minnesota Post Board Learning Objectives.

E. Methods for Assessing Student Learning:

Assessment methods may include, but are not limited to: exams, quizzes, journals, research papers, oral presentations, written assignments, essays, group work and/or any other assessment measures based on the discretion of the instructor.

F. Special Information:

This course meets the following 2021 Minnesota POST Board Learning Objectives:

- 1.1.1. Describe how perception, sympathy, empathy, compassion and respect affect peace officer communication.
- 1.1.2. Discuss barriers to clear communication, e.g. language, stress, bias, lack of common cultural understanding.
- 1.1.3. Use and interpret verbal and non-verbal cues to enhance interpersonal communications.
- 1.1.3. Describe and demonstrate active listening skills including paraphrasing, reflecting meaning, and summarizing understanding to obtain and clarify information.
- 1.1.4. Demonstrate reading comprehension skills necessary in law enforcement including: the ability to differentiate between facts, opinions and propaganda, understanding sequencing of events, and recognizing cause and effect.
- 1.1.6. Compose documents that demonstrate competent writing skills, including:
 - writing from the first-person viewpoint,
 - differentiating between facts, inferences, and opinions,
 - correctly structuring sentences and paragraphs, and
 - using correct grammar, spelling, punctuation, and capitalization
- 1.2.1. Discuss the inter-relationship between core beliefs, integrity and ethical reasoning.
- 1.2.2. Identify ethical issues in a variety of law enforcement related situations and apply ethical reasoning to decision making processes.
- 1.2.3. Identify and discuss peace officer duties to intercede and report when observing another peace officer using illegal or unreasonable force as stated in Minn. Stat. 626.8475, circumstances that might make interceding challenging and ethical reasoning behind

doing the right thing.

- 1.2.4. Given scenarios where it would be appropriate for an officer to intercede in the use of force by another officer apply ethical reasoning skills to the situation.
- 1.2.5. Model behaviors that demonstrate commitment to ethical and professional behavior.
- 1.2.6. Discuss discretion and how it differs from selective enforcement.
- 1.2.7. Identify some of the causes and ramifications of public distrust of law enforcement and strategies to enhance the public trust.
- 1.2.8. Discuss ethical and responsible use of computers and databases by law enforcement.
- 1.3.1. Define and describe models of the conscious processes of critical thinking, logical reasoning and problem solving.
- 1.3.2. Use structured problem-solving methods to develop creative and innovative solutions to a variety of problems.
- 1.3.3. Applying reason and evidence to formulate logical inferences and draw logical conclusions.
- 1.3.4. Analyze and evaluate ideas, proposals, and solutions to problems using basic forms of logic and techniques designed to encourage sound reasoning.
- 1.3.5. Use critical thinking, logical reasoning and problem solving strategies to formulate ideas, make proposals and suggest solutions a variety of law enforcement related problems or concerns (Minn. Stat. 626.8455).
- 1.3.6. Apply critical thinking strategies during team discussions.
- 1.4.1. Describe decision-making processes and models.
- 1.4.2. Define the term discretion and discuss when and why peace officers use their best judgment in the administration of justice and when discretion is not allowed.
- 1.4.3. Discuss factors that influence police officer use of discretion.
- 1.4.4. Based on written scenarios involving law enforcement:
 - describe decisions officers must make,
 - suggest appropriate actions, and
 - defend those decisions and actions.

- 1.4.5. Based on scenarios of peace officer situations, practice making decisions in real time.
- 1.5.1. Discuss how and why the police function is much broader than law enforcement and why reliance on criminal law enforcement to solve problems is not always the best course of action.
- 1.5.2. Explain philosophies and concepts of community policing.
- 1.5.3. Discuss how community partnerships with law enforcement foster unity and cooperation and how community alienation may lead to higher risk to officers.
- 1.5.4. Identify community policing strategies that build rapport, reduce fear and foster community trust in law enforcement.
- 1.5.5. Identify techniques for: organizing community members so that they are involved and trained in community policing activities, relating to diverse communities, and relating to individuals with physical or mental limitations (Minn. Stat. 626.8455, Subd. 1, 2-4).
- 1.5.6. Identify methods and strategies used by law enforcement to promote crime reduction and loss prevention in a community.
- 1.5.7. Explain how collaboration with each of the following groups may reduce crime: local citizens, community businesses, and service agencies, i.e., crisis intervention teams, social services, school personnel, and community youth groups.
- 1.5.8. Explain how law enforcement management of status offenses and local ordinance violations can positively impact a community.
- 1.5.9. Describe and give examples of proactive policing versus responsive policing.
- 1.5.10. Describe problem oriented or problem targeting policing strategies.
- 1.5.11. Explain how various patrol strategies impact crime, community security and community perceptions of law enforcement.
- 1.6.1. Explain how conscious and implicit bias impact human behavior.
- 1.6.2. Discuss how bias, prejudice, stereotyping, intolerance, insensitivity, partiality, and marginalizing can affect just application of the law and influence officer and community safety.
- 1.6.3. Explain the concept of procedural justice as it relates to law enforcement including how fair processes, impartial decision making, providing respectful opportunity for a voice, and transparency in actions, bolsters positive community relations and enhances officer and community safety.

- 1.6.4. Discuss how recognizing and valuing diversity, cultural differences and varied perspectives, promotes community unity, facilitates information gathering, and contributes to officer safety.
- 1.6.5. Discuss ways officers can promote positive relationships with community members of varying races, ethnicities, national origins, immigration statuses, genders, ages, economic classes, disabilities and/or sexual orientations. (Minn. Stat. 626.8455)
- 1.6.6. Discuss how family dynamics and communication methods, both verbal and non-verbal, vary between cultures and how recognition of these variances can benefit officers and communities.
- 1.6.7. Discuss culturally responsive approaches to dealing with victims and perpetrators of violence. (Minn. Stat. 626.8451., Subp. 1.a. (4))
- 1.6.8. Research and discuss the difference between equity and equality and the relationship between crime and being underprivileged.
- 1.6.9. Discuss the diverse groups that make-up Minnesota's communities and some of the traits unique to communities that could impact law enforcement response.
- 1.7.1. Describe characteristics of professional behavior and the Minnesota Standards of Conduct for licensing Minnesota peace officers.
- 1.7.2. Describe the repercussions for a finding of a violation of the State's peace officer standards of conduct.
- 1.7.3. Identify the value of cooperation and collaboration in solving problems.
- 1.7.6. Demonstrate skills which promote consensus building, show respect for the opinions of others, and encourage cooperation, adaptability, and conflict resolution.
- 1.7.7. Describe traits of and skills for effective leadership including compassion, courage, service, listening, coaching, mission focus, and team development.
- 1.7.8. Demonstrate ethical leadership in the accomplishment of goals and objectives.
- 1.8.1. Discuss ways peace officers can stay safe and manage risk, e.g., safety equipment, body armor, situational awareness, physical, psychological and emotional wellness.
- 1.8.2. Identify the physiological, psychological and emotional effects of stress on people.
- 1.8.3. Describe career-related sources of stress for peace officers and how they may affect officers and their families.

- 1.8.4. Identify strategies for managing and alleviating stress and explain the importance of balancing peace officer roles and responsibilities with other roles, interests and responsibilities.
- 1.8.5. Discuss how high risk or traumatic experiences may physically and psychologically affect officers and identify strategies that support critical thinking and decision making in high risk or traumatic situations.
- 1.8.8. Describe attributes of physical fitness, and explain how physical fitness, good nutrition and healthy eating habits contribute to peace officer health, well-being and competence.
- 2.2.23. Identify the criminal and civil consequences an officer may face by violating a citizen's constitutional right.
- 2.4.1. Explain what constitutes an arrest and the differences between a contact, a detention and an arrest.
- 2.4.2. State the requirements of the Fourth Amendment on the law of arrest.
- 2.4.3. Discuss protocols and terms associated with arrest including "reasonable suspicion" and "probable cause".
- 2.4.4. Describe the stop and frisk standard as found in "Terry vs. Ohio" and subsequent cases.
- 2.4.5. Explain the legal requirements of, the exceptions to, and the need for an arrest warrant and how one is obtained.
- 2.4.6. Describe when and how a citizen can make an arrest.
- 2.4.7. Explain the requirements for private citizens to assist law enforcement officials in preventing escape or effecting arrest.
- 2.5.1. Describe the basic organization, purpose, and definitions and principles of the Minnesota Criminal Code.
- 2.6.1. Explain the Supreme Court decision Miranda vs. Arizona and the four components of the Miranda warning.
- 2.6.4. Explain the difference between custodial and noncustodial interview or interrogation.
- 2.6.5. Describe considerations for videotaping and recording interviews and interrogations and explain when interrogations must be recorded (State v. Scales, 518 N.W.2d 587 (Minn.1994)).

- 2.8.1. Explain Minnesota statutes and relevant case law related to the application of force by peace officers. Note: This must include the 2020 updates to Minn. Stat. 609.06, 609.066, 626.8475.
- 2.8.2. Explain Minnesota's statute on authorized use of deadly force by peace officers including the definition of deadly force, the circumstances under which deadly force may be justified and when deadly force is prohibited.
- 2.8.3. Explain the following terms: objectively reasonable, totality of circumstances, situational factors, pre-assaultive indicators, and, escalation and de-escalation as related to peace officer use of force.
- 2.8.4. Discuss application of the term reasonable as it related to use of force.
- 2.8.5. Review and demonstrate understanding of the State of Minnesota's Use of Force and Deadly Force Model Policy, its definitions and its procedures. Note: This includes review of the policy statements regarding "sanctity of life", "treating everyone with dignity and without prejudice", "special care" considerations.
- 2.8.6. Given scenarios, identify when force is or is not authorized and give and defend reasonable choices for the application of various types of force depending on the circumstances of the scenario.
- 2.8.8. Analyze a variety of situations where force may or may not be authorized and demonstrate an understanding of the concept of reasonable use of force.
- 2.8.9. Explain the Minnesota Statute that requires officers be trained in the use of those weapons and equipment the officer is issued or authorized to carry (Minn. Stat. 626.8452).
- 2.8.10. Explain when force may be used to make an arrest.
- 2.8.11. Discuss liabilities associated with the application of force by peace officers.
- 2.8.12. Describe the limitation on the use of certain restraints as described in Minn. Stat. 609.06. Note: As of 2020 Minn. Stat. 609.06, states: A peace officer may not use any of the following restraints unless section 609.066 authorizes the use of deadly force to protect the peace officer or another from death or great bodily harm: (1) a choke hold; (2) tying all of a person's limbs together behind the person's back to render the person immobile; or (3) securing a person in any way that results in transporting the person face down in a vehicle. (b) For the purposes of this subdivision, "choke hold" means a method by which a person applies sufficient pressure to a person to make breathing difficult or impossible, and includes but is not limited to any pressure to the neck, throat, or windpipe that may prevent or hinder breathing, or reduce intake of air. Choke hold also means applying pressure to a person's neck on either side of the windpipe, but not to the windpipe itself, to stop the flow of blood to the brain via the carotid arteries.

- 2.8.13 Explain the peace officer duty to intercede and report on another officers use of force as described in Minn. Stat. 626.8475.
- 2.9.1. Discuss peace officer rights, obligations and liabilities under state and federal law including requirements placed on law enforcement agencies to defend and indemnify peace officers for good faith action in the course and scope of employment.
- 2.9.2. Explain the role of internal affairs.
- 2.12.1. Explain the concept of racially based profiling (Minn. Stat. 626.8471) and other profiling that is based on false assumptions about groups of people and discuss:
- the impact of the Whren v. United States decision
 - the importance of impartial policing, - the difference between the terms pretextual stop and racial profiling and the problems associated with racial profiling by law enforcement,
 - how racial profiling impacts law enforcement credibility and community trust,
 - how to handle the perception of unfair or biased treatment of members of the public by law enforcement, and
 - the importance of an officer's ability to articulate valid reasons for vehicle stops.
- 2.12.2 Define and explain the impact of hate crimes including:
- the motivations behind hate crimes,
 - the impact of hate crimes on victims and on communities,
 - the special needs of hate crime victims, and
 - crime characteristics which may indicate a crime was motivated by the victim's race, national origin, sex, age, disability, or sexual orientation (Minn. Stat. 626.8451, Subd. 1).
- 2.12.3. Explain special reporting requirements related to bias motivated/hate crimes as required by Minn. Stat. 626.5531. (Officers must report to their agencies, agencies to the BCA.)
- 2.14.1. Define the terms crime and crimes of violence as found in Minnesota Statute.
- 2.14.4. Describe stalking and how it has changed with technological advances.
- 2.15.1. Explain the legal definitions and significant aspects of Minnesota statutes related to child and vulnerable adult assault, abuse and neglect.
- 2.16.1. Explain what legally constitutes domestic abuse and assault.
- 2.16.2. Discuss the dynamics of domestic violence including the phases of abusive behavior, the progression of violence, the use of power to attain control of a relationship, the effects of abuse, and the societal forces that may perpetuate an atmosphere conducive to abuse.

- 2.16.3. Discuss types of abuse including physical, emotional, psychological, sexual, and economic.
- 2.16.4. Discuss characteristics of batterers and victims and the effects of domestic violence including: - how fear and social stigma related to domestic violence affect victim behavior, and - issues related to children as victims and witnesses at domestic violence scenes.
- 2.16.5. Define the following terms outlined in Minnesota Statute: domestic abuse, family or household member, qualified domestic violence-related offense (QDRO), order for protection, ex parte order, domestic abuse no contact order, harassment restraining order, harassment, and stalking. 2.16.6. Identify significant aspects of Minn. Stat. related to domestic abuse (Minn. Stat. 629.341 and 518.B01, 609.749, 609.2242) including what legally constitutes domestic assault, elements of various levels of domestic assault, and enhancement for prior domestic violence related offense convictions.
- 2.16.7. Discuss family violence prevention techniques and common resources and referral agencies for victims of family violence.
- 2.16.8. Explain investigative procedures in domestic violence situations related to: - interpreting the law when making arrest decisions in domestic violence cases, including when arrest is mandatory and identifying the primary aggressor, - the role of protective orders, - when to complete the short form for the order for protection, - communication techniques that may be effective in volatile situations, and - why victims may be reluctant to press charges or testify.
- 2.16.9. Explain the peace officer's role in providing victim's rights information to victims of domestic assault.
- 2.16.10. Explain the requirements for making an arrest and reporting in domestic assault situations.
- 2.16.11. Discuss when warrantless arrests may be made and when enhancements for previous assaults may be considered.
- 2.17.9. Identify special care and considerations for writing police reports and collecting evidence* in situations involving sexual assault. *Examples of special care and considerations for writing police reports and evidence collection include:
 - Identify important details to document in sexual assault reporting and why,
 - Understand that:
 - o filing a report does not mean a victim must immediately pursue an investigation or prosecution,
 - o there may or may not be evidence the victim fought back and that lack of fighting back does not indicate consent,
 - o delayed reporting is common and may impact evidence collection,
 - Explain trauma informed strategies that may be useful for gathering information from and interviewing victims of trauma,

- Understand forensic sexual assault evidence preservation and collection procedures,
 - o Identify sources of non-DNA forensic evidence, how it can be useful and problems associated with reliance on DNA evidence alone.
 - o Explain what a sexual assault kit is and how it is used. This list is not all inclusive and is subject to change.

- 2.18.2. Describe the current state of victim's rights in the criminal justice system. (Minn. Stat. 611A)

- 2.18.3. Explain the peace officer's role in advising victims regarding shelter and assistance and the importance of demonstrating compassion and concern for victims.

- 2.18.4. Discuss the importance of confidentiality of a victim's address/location, and connecting victims with victim crisis services.

- 2.18.6. Explain the use of the crime victim notification form.

- 2.18.7. Explain peace officer duties relative to obtaining assistance with non-English speaking victims or victims with communications disabilities.

- 2.19.8. Discuss how peace officers may provide respectful, appropriate and reasonable assistance when it is needed to people with physical or mental conditions that limit their movement, senses or activities.

- 2.21.9. Discuss problems military veterans may have reintegrating into society, how these problems may involve law enforcement and special considerations for dealing with veteran in crisis.

- 2.22.2. Describe anger/conflict management strategies useful to officers in resolving problems that arise in law enforcement settings.

- 2.22.3. Identify strategies and de-escalation techniques officers may use to manage conflict, reduce anger, and improve communication and cooperation and de-escalate volatile or hostile situations.

- 2.23.1. Explain the Data Practices Act as it pertains to the gathering and release of information by law enforcement.

- 2.23.2. Discuss balancing the public's right to know with public safety needs and privacy issues with regard to data accessed by peace officers including:
 - what and when information can be shared with the media or the public and by whom, and
 - the repercussions of violating data practices.

- 2.23.3. Discuss the need for protection of data related to on-going investigations, crime victims, and juveniles.

- 2.23.4. Discuss ethical and responsible use of computers and databases by peace officers and the ramifications of misuse or unethical release of data.
- 2.25.1. Describe intelligence-led policing and how it differs from response and investigation-led policing and from community policing.
- 2.25.2. Explain how data driven, intelligence-led policing can influence the duties of peace officers even at the entry level.
- 3.2.2. Discuss interview considerations and techniques for interviewing children, vulnerable adults and traumatized victims.
- 3.2.3. Discuss how and why interviewing techniques must vary depending on the interviewee and the circumstances, i.e., when interviewing children or traumatized victims.
- 3.14.5. Identify mandatory reporters of suspected abuse and discuss where to report, what must be reported, the confidentiality of reports, and the legal ramifications for not reporting