

# Applied Evidence-Based Policing Practices: Homicide Violent Crime Reduction

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Course Design Document – ILT

Virginia Center for Policing  
Innovation (VCPI)



COMMUNITY POLICING – BUILDING *Relationships*, SOLVING *Problems*

# Applied Evidence-Based Policing Practices: Homicide and Violent Crime Reduction (HVR) Curriculum Matrix

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## Overview

Over the past two decades, overall violent crime has been steadily declining. Yet the impact of homicide and violent crime remains a significant challenge for our nation's communities. With long-term social implications and staggering economic consequences, homicide and violent crime reduction (HVR) remains the top priority for policing agencies throughout the nation. The challenge for many, if not all, of these agencies is addressing violent crime with interventions and countermeasures that are demonstrated to be effective. This challenge signals the progression of American law enforcement to evidence-based policing practices (EBPP).

Evidence-based policing practices (EBPP) hold important implications for modern policing. EBPP suggests that decision-making and strategy implementation should be based upon scientific evidence about what works. A significant amount of research has been conducted on police practices. Evidence to support practices that work and those that do not work is growing. Knowledge gained from this research should serve as a guide for implementation of policing strategies. Specifically, EBPP should be used when developing interventions and countermeasures designed to prevent and deter homicide and violent crime.

*Applied Evidence-Based Policing Practices: Homicide and Violent Crime Reduction (HVR)* is a nationwide training program designed to provide police managers and decision makers with a comprehensive understanding of current evidence-based practices and ways to implement these practices as part of their homicide and violent crime reduction efforts. The two-day program accomplishes this by bridging the gap between research and practice. Participants will explore the significance of evidence-based practices through group exercises, multi-media presentations, case studies, and hands on use of technology-enhanced tools and web-based applications.

## Cooperative Agreement

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## Scope

*Applied Evidence-Based Policing Practices: Homicide and Violent Crime Reduction* (HVR) delivers a comprehensive, blended-learning training program designed to explore current and best practices aimed at reducing homicide and violent crime. HVR integrates theoretical and practical foundations of crime prevention, reduction, and deterrence. The HVR core curriculum is designed for direct dissemination to law enforcement managers and other justice policy decision makers.

## Target Audience

HVR is geared towards police managers and decision makers from small, medium, and large agencies. This includes, but is not limited to, agency heads, directors, command staff, managers, and supervisors in law enforcement agencies.

## Prerequisites

Participants of the HVR program are required to be law enforcement officers with decision-making authority. Civilian criminal justice and public safety professionals that also have strategic decision-making authority may attend.

## Course Length

HVR is a two-day, instructor-led course that is designed in a modular format consisting of four major content modules and interactive exercises.

## Required Materials / Facilities

- HVR PowerPoint presentation
- HVR Participant Manual
- HVR electronic and enhanced media files

HVR technology and facilities requirements include but are not limited to the following:

- Instructional Facility: Classroom (or similar setting conducive to learning) with movable seating and worktables. Fixed seating, such as auditorium style seating, typically restricts group activities and is considered unsuitable for this training.
- One LCD projector that can be used throughout the course to display the PowerPoint presentation.
- One LCD projector that can be used throughout the course to display technology-enhanced media and video segments.
- One projection screen that can be used throughout the course to display videos and technology enhanced media files (separate from PowerPoint presentation).

- Two computers that can be used throughout the course, equipped with Microsoft Office (2007 or newer) software and compatible with external LCD display equipment and wireless remote.
- One set of high-quality speakers that can be used with the HVR PowerPoint presentation and the corresponding video source content.
- Two whiteboards or similar tools to record group discussions and instructional points.
- WIFI for participants to use personal laptops and/or electronic devices.
- One wireless remote to advance the presentation and corresponding videos.
- Participant name tents and markers.

## Testing / Assessment

The HVR program includes a two-pronged approach to testing and the measurement of participant performance. The first of which utilizes pre- & post-tests based on the program's curriculum content. The second prong involves individual participants' ability and willingness to engage in group activities and class exercises.

## Course Evaluation Strategy

Evaluation of HVR includes the collection of quantitative and qualitative data from program participants. Specifically, participants complete a course evaluation upon completion of the training as well as a post-training survey 3 months after attending the course. Both the course evaluation and the post-training surveys will include a Likert scale or similar rating system, as well as sections for self-generated comments.

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## **HVR Course Design Matrix (Core Curriculum)**

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### **Administrative Module (Introductory)**

#### **Module Overview**

This module addresses the administrative requirements of the HVR program and provides participants with an overview of the course logistics, schedule and background information. A pre-course survey (pre-test questionnaire) is administered as part of this module. The module also serves as an opportunity for instructor and participant introductions.

#### **Module Schedule**

The time allotted for this section is approximately 1.0 hour.

#### **Learning Objectives**

1. Participants will gain familiarity with course logistics, schedule, and instructor(s).
2. Participants will complete a pre-course survey (Pre-test questionnaire).
3. Participants will gain familiarity with the resources and administrative procedures required for the HVR program.

#### **Resources**

- Instructor Guide, Participant Guide, and PowerPoint Slides
- Name cards, note paper and pens
- Chart paper and easel, markers
- Audio visual equipment, including speakers, microphones, laptop, and LCD projector

#### **Instructor to Participant Ratio**

1:25 (2 instructors per course of 50)

#### **Instructional Materials**

Instructor – Instructor Manual, Projector, PowerPoint, Pointer Device  
Participants – Participant Manual, Writing Instrument of Choice

#### **Attachments**

After initial instruction, the student will be provided access to resource materials.

## **Module 1 - Diagnosis: Accurately Assessing Homicide and Violent Crime**

### **Module Overview**

The first module of the *Applied Evidence-Based Policing Practices: Homicide and Violent Crime Reduction* (HVR) program is divided into three sections:

- Module Introduction
- The Realities of Homicide and Violent Crime
- An Approach to Homicide and Violence Reduction

The *Diagnosis: Accurately Assessing Homicide and Violent Crime* module is designed to frame the fundamental premise of the course; research and evidence should guide organizational decision making as it relates to homicide and violence reduction. The module is structured so that it walks participants through a discovery process that not only explores the devastating impact of violent crime and provides accurate crime statistics, but also examines the purpose of the police when it comes to homicide and violent crime reduction. Stressing a community policing approach, the module suggests that the police are primarily responsible for order maintenance and crime prevention. These responsibilities do not lend themselves to simply making educated guesses about what strategies are effective in dealing with violent crime. Instead, what is necessary are countermeasures and interventions that are demonstrated to effectively reduce homicides and violent crime. The module identifies these countermeasures and interventions as evidence-based policing practices and previews the content covered in the subsequent module.

### **Module Schedule**

Approximately 2.0 hours of direct instruction and activities.

### **Learning Objectives**

1. Participants will become familiar with data-based violent crime trends.
2. Participants will become familiar with the tangible and intangible impact of violent crime.
3. Participants will identify the purpose of police in homicide and violent crime reduction.
4. Participants will understand how evidence must be a deciding factor in selecting violent crime countermeasures and interventions.
5. Participants will complete the Diagnosis Workshop activities.

### **Instructional Strategies**

This module is taught through lecture, student participatory exercises, and classroom discussions. The instructor must engage the students to participate and contribute. The PowerPoint will act as a visual guide. Video vignettes may also be used to provide examples and stimulate discussion.

### **Instructional Materials**

Instructor – Instructor Manual, Projector, PowerPoint, Pointer Device

## Participants – Participant Manual, Writing Instrument

### Attachments

After initial instruction the student will be provided access to resource materials.

### Module 1 Content Outline

- I. Module Introduction - Diagnosis: Accurately Assessing Homicide and Violent Crime
  - a. Importance of Diagnosis in Homicide and Violence Reduction (HVR)
  - b. Module Preview
  
- II. The Realities of Homicide and Violent Crime
  - a. Section Overview
  - b. Poll Question & Discussion
  - c. Realities of Crime Trends
    - i. Historic
    - ii. Current
  - d. Defining Violent Crime (data driven)
  - e. Impact of Violent Crime
    - i. Community Cost
    - ii. Law Enforcement Costs
    - iii. Economic Cost
    - iv. Collective Impact
  
- III. An Approach to Homicide and Violence Reduction (HVR)
  - a. Section Overview
  - b. Poll Question & Discussion
  - c. Police Obligation & Purpose related to HVR
  - d. Risk Management Perspective on HVR
  - e. Selecting Evidence-Based Countermeasures and Interventions to HVR (Introduction and Module 3 Preview)
  - f. Diagnosing before You Prescribe an Intervention
  - g. Module Review and Summary
  - h. Diagnosis Exercise
  
- IV. Diagnosis Exercise

## **Module 2 - Prescription: Being a Good Consumer of Evidence**

### **Module Overview**

The second module of the *Applied Evidence-Based Policing Practices: Homicide and Violent Crime Reduction* (HVR) program is divided into three sections:

- Module Introduction
- Section 2.1: Evidence-Based Policing Practices (EBPP)
- Section 2.2: Crime Analysis

The *Prescription: Being a Good Consumer of Evidence* module stresses that policing practices and decision-making should be based on evidence, sound research, and a formalized crime-analysis process. Based on the premise that prescribing should be preceded by exploring existing evidence and research, section 2.1 explains the concept of evidence-based policing as a decision-making tool. The section details why it makes sense and provides guidance on implementing EBPP as an enhancement to community policing. The module concludes with an overview of the importance and value of crime analysis as it relates to EBPP and the over-arching goal of homicide and violence reduction. This second section explores the analysis process and distinguishes between products that offer a display of data and those that extend data and provide invaluable context and insights into criminal activity. The module also includes workshop-style activities, group exercises and use of technology-enhanced and web-based tools specifically on EBPP.

### **Module Schedule**

Approximately 4.0 hours of direct instruction and activities.

### **Learning Objectives**

1. Participants will recognize the importance of research and evidence evaluation prior to prescribing large-scale countermeasures and intervention to violent crime.
2. Participants will become familiar with Evidence-Based Policing Practices (EBPP).
3. Participants will discuss the paradigms of EBPP.
4. Participants will become familiar with the value and products of crime analysis.
5. Participants will distinguish between data display and data extension.
6. Participants will use web-based and technology-enhanced EBPP tools and resources.

### **Instructional Strategies**

This module is taught through lecture, student participatory exercises, and classroom discussions. The instructor must engage the students to participate and contribute. The PowerPoint will act as a visual guide. Video vignettes may also be used to provide examples and stimulate discussion.

### **Instructional Materials**

Instructor – Instructor Manual, Projector, PowerPoint, Pointer Device  
Participants – Participant Manual, Writing Instrument

## Attachments

After initial instruction the student will be provided access to resource materials.

## Module 2 Content Outline

- I. Module Introduction - Prescription: Being a Good Consumer of Evidence
  - a. Importance of discerning evidence and research prior to prescribing an evidence-based practice to address Homicide and Violence Reduction (HVR)
  - b. Module Preview
  
- II. Section 2.1: Evidence-Based Policing Practice
  - a. Section Overview
  - b. Poll Question & Discussion
  - c. *Impact of Evidence Video #1***
  - d. Avoiding the Lure of Ineffective Practices
    - i. Historic Overview of Police Practices
    - ii. Evolutionary Progression towards Evidence / Research
  - e. Defining Evidence-Based Policing Practice (EBPP)
    - i. Concept
    - ii. Key Components
  - f. Why use EBPP?
    - i. Value-added Enhancement
    - ii. Police Legitimacy
    - iii. Deliberate Approach to HVR
  - g. How does EBPP work?
    - i. Paradigms of EBPP
    - ii. Play Exercise
  
- III. Section 2.2: Evidence-Based Policing Practice
  - a. Section Overview
  - b. Poll Question & Discussion
  - c. *Impact of Evidence Video #2***
  - d. Defining Crime Analysis
    - i. Definition
    - ii. *You Make the Call* Exercise and Debrief
  - e. Why use Crime Analysis
    - i. Offerings (Types of Analysis)
    - ii. Products (Link, Data Mining, Forecasting, etc...)
  - f. How Does Crime Analysis work?
    - i. Paradigms of EBPP
    - ii. Play Exercise
  
- IV. Prescription Case Study and Exercise

## **Module 3 - Treatment: Selecting the Best EBPP for Homicide and Violence Reduction**

### **Module Overview**

The third module of the *Applied Evidence-Based Policing Practices: Homicide and Violent Crime Reduction* (HVR) program is divided into three sections:

- Module Introduction
- Section 3.1: Place-Based Policing
- Section 3.2: Offender-Based Policing
- Section 3.3: Crime Incident Reviews

The *Treatment: Selecting the Best EBPP for Homicide and Violence Reduction* module is designed to allow participants to learn about and explore evidence-based policing practices (EBPP) that have been demonstrated to be effective in homicide and violence reduction. The module focuses on three overarching EBPP approaches. Section 3.1 considers place-based strategies that focus on policing specific to location rather than exclusively gearing enforcement that specifically targets offenders and offender groups. This section includes a case study and review of the 2011 Sacramento, California Hot Spot Policing Study. Section 3.2 looks at offender-based strategies that focus deterrence on specific offenders and offender groups. This section references the success of focused-deterrence programs in High Point, NC, provides a detailed four-step approach to implementing an effective focused-deterrence program, and concludes with a case study of the Boston Cease Fire initiative. The final section of the module explores formal crime incident review processes as an EBPP. The section focuses on the ongoing efforts of the Milwaukee Homicide Review Commission and offers participants insights on creating and effectively utilizing incident reviews in their own HVR efforts. In addition to the individual content sections, this module allows participants to utilize a variety of web-based tools and references including VCPI's HVR Resource Center, CrimeSolutions.gov, and George Mason University's Crime Matrix as they explore EBPP that specifically address homicide and violent crime reduction.

### **Module Schedule**

Approximately 6.0 hours of direct instruction and activities.

### **Learning Objectives**

1. Participants will recognize the importance of utilizing effective EBPP as a treatment.
2. Participants will become familiar with place-based policing strategies and their application to HVR.
3. Participants will become familiar with offender-based policing strategies and their application to HVR.
4. Participants will become familiar with the crime incident review process and its application to HVR.

5. Participants will use web-based and technology-enhanced EBPP tools and resources.

### **Instructional Strategies**

This module is taught through lecture, student participatory exercises, and classroom discussions. The instructor must engage the students to participate and contribute. The PowerPoint will act as a visual guide. Video vignettes may also be used to provide examples and stimulate discussion.

### **Instructional Materials**

Instructor – Instructor Manual, Projector, PowerPoint, Pointer Device

Participants – Participant Manual, Writing Instrument

### **Attachments**

After initial instruction the student will be provided access to resource materials.

### **Module 3 Content Outline**

- I. Module Introduction - Treatment: Selecting the Best EBPP for Homicide and Violence Reduction
  - a. Importance of Properly Exploring EBPP Options as a HVR Treatment
  - b. Module Preview
  
- II. Section 3.1: Place-Based Policing
  - a. Section Overview
  - b. Poll Question & Discussion
  - c. *Impact of Evidence Video #3***
  - d. Defining Place-Based Policing
    - i. People vs Places
    - ii. Routine Activity Theory of Crime (RAT)
  - e. Why use Place-Based Policing?
    - i. Stability and Predictability
    - ii. Benefits Overview
  - f. How does Place-Based Policing Work?
    - i. Defining Hot Spots
    - ii. Implementing a Hot-Spot Initiative
  - g. Case Study: Sacramento Hot-Spot Study
  - h. Web-based Tools and Resource Exploration
  
- III. Section 3.2: Offender-Based Policing
  - a. Section Overview
  - b. Defining Focused Deterrence
  - c. Poll Question & Discussion
  - d. *Impact of Evidence Video #4***
    - i. Focused-Deterrence Strategies
    - ii. Routine Activity Theory of Crime (RAT)

- iii. Deterrence Theory
  - e. Why use Focused Deterrence?
    - i. Tangible Benefits
    - ii. Police Legitimacy
  - f. How does Focused Deterrence Work?
    - i. Four Step Implementation
    - ii. Sanction vs. Alternatives
    - iii. Target Groups
  - g. Case study: Boston Cease Fire
  - h. Web-based Tools and Resource Exploration
- IV. Section 3.3: Crime Incident Reviews
  - a. Section Overview
  - b. Poll Question & Discussion
  - c. *Impact of Evidence Video #5***
  - d. Why use Crime Incident Reviews?
    - i. Defining Crime Incident Reviews
    - ii. Key Concepts
    - iii. Applicability to HVR
  - e. How does Crime Incident Review work?
    - i. Funnel Approach
    - ii. Preparations and Presentations
    - iii. Conducting Meetings
    - iv. Analysis Process
    - v. Keys to Implementation
  - f. Case Study: Milwaukee Homicide Review Commission
  - g. Web-based Tools and Resource Exploration

## **Module 4 - Care: Sustaining Long-Term Homicide and Violence Reduction**

### **Module Overview**

The fourth module of the *Applied Evidence-Based Policing Practices: Homicide and Violent Crime Reduction* (HVR) program is divided into two sections:

- Module Introduction
- Care: Sustaining Long-Term Homicide and Violence Reduction

The Care: Sustaining Long-Term Homicide and Violence Reduction module concludes the course with a summary and discussion of principles and practices that are essential to the implementation and long-term effectiveness of any HVR initiative. The module addresses key components of program start-up, measurement, collaborative partnerships and sustainability. The module concludes with a discussion of the applicability of community policing to effective homicide and violence reduction. The module is also designed to encourage participants to discuss key concepts and ask pertinent questions based on the entire course curriculum.

### **Module Schedule**

Approximately 2.0 hours of direct instruction and activities.

### **Learning Objectives**

1. Participants will become familiar with principles of effective HVR implementation strategies.
2. Participants will become familiar with principles of HVR measurement.
3. Participants will become familiar with the role of Community Policing in the long-term sustainability of HVR.

### **Module Pre & Post Test Questions**

Not applicable. Participant assessment is based on participation and discussion.

### **Instructional Strategies**

This module is taught through lecture, student participatory exercises, and classroom discussions. The instructor must engage the students to participate and contribute. The PowerPoint will act as a visual guide. Video vignettes may also be used to provide examples and stimulate discussion.

### **Instructional Materials**

Instructor – Instructor Manual, Projector, PowerPoint, Pointer Device  
Participants – Participant Manual, Writing Instrument

### **Attachments**

After initial instruction the student will be provided access to resource materials.

## Module 4 Content Outline

- I. Module Introduction - Care: Sustaining Long-Term Homicide and Violence Reduction
  - a. Importance of Long-Term Sustainability Practices as related to Homicide and Violence Reduction (HVR)
  - b. Module Preview
  - c. Poll Question and Discussion
  
- II. HVR Implementation
  - a. Diagnosis before Prescribing
  - b. Key Components of Implementation
    - i. Right People
    - ii. Right Resources
    - iii. Right Data
    - iv. Authority and Accountability
    - v. Training and KSA
  - c. Collaboration
    - i. Internal
    - ii. External
    - iii. Partnerships
  
- III. Long-Term Strategies for Effective HVR
  - a. Measurement
  - b. Adjustment
  - c. Sustaining through Community Policing
  - d. Perspective
  - e. ***Impact of Evidence Video #6***

## **Administrative Module (Conclusion)**

### **Module Overview**

This module addresses the administrative requirements of the HVR program and provides an opportunity for final questions. A post-course survey (post-test questionnaire) and course evaluations are administered as part of this module.

### **Module Schedule**

The time allotted for this section is approximately 1.0 hour.

### **Learning Objectives**

1. Participants will complete a post-course survey (Post-test questionnaire).
2. Participants will complete course evaluations upon completion of the program.

### **Resources**

- Instructor Guide, Participant Guide, and PowerPoint Slides
- Name cards, note paper and pens
- Chart paper and easel, markers
- Audio visual equipment, including speakers, microphones, laptop, and LCD projector

### **Instructor to Participant Ratio**

1:25 (2 instructors per course of 50)

### **Instructional Materials**

Instructor – Instructor Manual, Projector, PowerPoint, Pointer Device

Participants – Participant Manual, Writing Instrument of Choice

### **Attachments**

After initial instruction, the student will be provided access to resource materials.

## Course Agenda

### DAY ONE

#### **8:00am – 9:30am Introduction**

This module addresses the administrative requirements of the HVR program and provides participants with an overview of the course logistics, schedule and background information. A pre-course survey (pre-test questionnaire) is administered as part of this module. The module also serves as an opportunity for instructor and participant introductions.

#### **9:30am – 12:00pm Module 1 – Diagnosis: Accurately Assessing Homicide and Violent Crime**

The *Diagnosis: Accurately Assessing Homicide and Violent Crime* module is designed to frame the fundamental premise of the course; research and evidence should guide organizational decision making as it relates to homicide and violence reduction. The module is structured so that it walks participants through a discovery process that not only explores the devastating impact of violent crime and provides accurate crime statistics, but also examines the purpose of the police when it comes to homicide and violent crime reduction. Stressing a community policing approach, the module suggests that the police are primarily responsible for order maintenance and crime prevention. These responsibilities do not lend themselves to simply making educated guesses about what strategies are effective in dealing with violent crime. Instead, what is necessary are countermeasures and interventions that are demonstrated to effectively reduce homicides and violent crime. The module identifies these countermeasures and interventions as evidence-based policing practices and previews the content covered in the subsequent module.

#### **Lunch Break**

#### **1:00pm – 4:00pm Module 2 – Prescription: Being a Good Consumer of Evidence**

The *Prescription: Being a Good Consumer of Evidence* module stresses that policing practices and decision-making should be based on evidence, sound research, and a formalized crime-analysis process. Based on the premise that prescribing should be preceded by exploring existing evidence and research, section 2.1 explains the concept of evidence-based policing as a decision-making tool. The section details why it makes sense and provides guidance on implementing EBPP as an enhancement to community policing. The module concludes with an overview of the importance and value of crime analysis as it relates to EBPP and the overarching goal of homicide and violence reduction. This second section explores the analysis process and distinguishes between products that offer a display of data and those that extend data and provide invaluable context and insights into criminal activity. The module also includes workshop-style activities, group exercises and use of technology-enhanced and web-based tools specifically on EBPP.

#### **4:00pm – 5:00pm Technology Exercise and Review of Day One**

## **DAY TWO**

### **8:00am – 12:00pm    Module 3 – Treatment: Selecting the Best EBPP for Homicide and Violence Reduction**

The *Treatment: Selecting the Best EBPP for Homicide and Violence Reduction* module is designed to allow participants to learn about and explore evidence-based policing practices (EBPP) that have been demonstrated to be effective in homicide and violence reduction. The module focuses on three overarching EBPP approaches. Section 3.1 considers place-based strategies that focus on policing specific to location rather than exclusively gearing enforcement that specifically targets offenders and offender groups. This section includes a case study and review of the 2011 Sacramento, California Hot Spot Policing Study. Section 3.2 looks at offender-based strategies that focus deterrence on specific offenders and offender groups. This section references the success of focused-deterrence programs in High Point, NC, provides a detailed four-step approach to implementing an effective focused-deterrence program, and concludes with a case study of the Boston Cease Fire initiative. The final section of the module explores formal crime incident review processes as an EBPP. The section focuses on the ongoing efforts of the Milwaukee Homicide Review Commission and offers participants insights on creating and effectively utilizing incident reviews in their own HVR efforts. In addition to the individual content sections, this module allows participants to utilize a variety of web-based tools and references including VCPI's HVR Resource Center, CrimeSolutions.gov, and George Mason University's Crime Matrix as they explore EBPP that specifically address homicide and violent crime reduction.

### **Lunch Break**

### **1:00pm – 2:30pm    Module 3 – Treatment: Selecting the Best EBPP for Homicide and Violence Reduction (Continued)**

### **2:30pm – 4:00pm    Module 4 – Care: Sustaining Long-Term Homicide and Violence Reduction**

The *Care: Sustaining Long-Term Homicide and Violence Reduction* module concludes the course with a summary and discussion of principles and practices that are essential to the implementation and long-term effectiveness of any HVR initiative. The module addresses key components of program start-up, measurement, collaborative partnerships and sustainability. The module concludes with a discussion of the applicability of community policing to effective homicide and violence reduction. The module is also designed to encourage participants to discuss key concepts and ask pertinent questions based on the entire course curriculum.

### **4:00pm – 5:00pm    Conclusion**

This module addresses the administrative requirements of the HVR program and provides an opportunity for final questions. A post-course survey (post-test questionnaire) and course evaluations are administered as part of this module.