Field Training Program Review

“Section 6” Packet for POST Subcommittee Members

RIPA Board Field Training Program (FTP) Review
POST Subcommittee Instructions

Thank you for participating in the review of the Field Training Program (FTP) materials promulgated by the Commission on Peace Officer Standards and Training (POST). This packet contains three FTP documents for your review, as well as background materials which are provided to support your understanding and assist you in the evaluation of the FTP.

Focus of the Review

Your FTP Review should concentrate specifically on the three key components identified in the Table of Contents: Standardized Evaluation Guidelines; Daily Observation Report materials; and Section 6 of the Field Training Program Manual, Volume II (Community Relations/Professional Demeanor). As you conduct your review, please keep the following limitations in mind:

- You are evaluating Section 6, not the full FTP experience.
- You are not evaluating pedagogy, instructional methods, or delivery quality.

The written feedback you provide on the FTP Review Section 6 Rubric should therefore focus on the Standard Evaluation Guidelines, Daily Observation Report form, and the content of Section 6.

Background Materials

The background materials included in this packet (which are identified in the Table of Contents) are intended for reference only. They consist of materials that the POST Subcommittee has previously reviewed and are included here to provide context and continuity. They are not part of the FTP materials, nor are they intended to serve as the primary subject of the POST Subcommittee's FTP Review.

It is important to understand that the Learning Domain (LD) 3 and LD 42 background materials provided are part of the Basic Academy. Within the Basic Academy, the LD 3 and LD 42 Training and Testing Specifications (TTS)—available at LD 3, p. 65 and LD 42, p. 211—represent the minimum required training and testing standards per POST Regulation. Basic Academies are required to use the TTS as they pertain to LD 3 and LD 42. Basic Academies can expand beyond this mandated curriculum. LD 3 and LD 42 Workbooks are optional supplemental materials available for all Basic Academy students; these are available at LD 3, p. 76 and LD 42, p. 220. Use of these workbooks is not mandated by POST Regulation for use by students or instructors.

Thank you for your thoughtful participation.

Table of Contents

Your FTP Review will require close reading of the following three documents. You will then use the attached rubric to rate the third document, “Section 6”:

1. Field Training Program Guide, Volume I, Appendix 1 (Standardized Evaluation Guidelines) (pg. 6)
2. Field Training Program Guide, Volume I, Appendix 2 (Daily Observation Report/DOR) (pg. 23)
3. Field Training Program Manual, Volume II, Section 6 (Community Relations/Professional Demeanor) (pg. 38)

As you conduct the FTP "Section 6" Review, you may want to reference the following *background* materials:

1. PC 13519.4 (pg. 61)
2. LD 3 Training and Testing Specifications from the Basic Academy (pg. 65); LD 3 Workbook (pg. 76); summary of LD 3 prepared by the consultants (pg. 209); LD 42 Training and Testing Specifications from the Basic Academy (pg. 211); LD 42 Workbook (pg. 220); summary of LD 42 prepared by the consultants (pg. 374)
3. A note on the POST Basic Academy Course Instructional System prepared by the consultants (pg. 376)
4. Excerpt from the 2026 RIPA Report on the FTP (pg. 377)

FTP Review Guiding Questions

1) What values does the FTP teach and do those values align with the goals of AB 953?

2) How well do the FTP materials cover potential for bias and racial and identity profiling?

   a. How do trainees learn about bias-reducing police tactics and community engagement?

   b. How are trainees evaluated on eliminating bias and engaging with community?

3) How well do FTP materials and training align with academy training in LD 3 Principled Policing in the Community or LD 42 Cultural Diversity/Discrimination?

Close Reading Documents

[Replace this text with your agency name]

FIELD TRAINING PROGRAM GUIDE

VOLUME I

Overview & Appendices

[Replace this text with publication date]

California Commission on Peace Officer Standards and Training

POST Field Training Program Guide

Volume I: Overview and Appendices

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POST Mission Statement

The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.

APPENDIX 1
Standardized Evaluation Guidelines (SEGs)

The Standardized Evaluation Guidelines (SEGs) define the competency levels for all required performance categories and any agency-specific requirements. The SEGs are intended to provide a fair and uniform scoring method to assess each trainee's progress. It is through the use of these guidelines that the FTP achieves a recognized level of standard, competency, and credibility.

OVERVIEW

Throughout the FTP, the FTO rates the trainee's performance. Each observed behavior is rated using the **DOR** described in *Appendix 2* in the FTP Guide. The rating scales can be scored in two ways: the *Numeric Scale* (1–7) or the *NICS Scale* (NI–Needs Improvement/C–Competent/S–Superior). The numeric scale offers more flexibility to rate behaviors on a sliding scale between 1 and 7. The NICS scale provides a more direct scoring method. Agencies decide which method best meets their particular training approach.

A rating of "1" or "N/I" indicates the observed behavior is Unacceptable or Needs Improvement, a rating of "4" or "C" meets the **minimal** standard of *Acceptable* or *Competent*, and "7" or "S" indicates the trainee's performance is at a *Superior* level.

Any rating of "1" or "7" on the numeric scale or "N/I" or "S" on the NICS scale **requires** a Documented Situation (DS) to describe the event that resulted in the observed rating. The FTO fills out the **Narrative Evaluation** portion of the DOR to document the event (see *Appendix 2*).

The following SEGs correspond to the numbered observable behaviors listed in the DOR for each performance category. Use these value definitions when rating a trainee's level of performance.

PERFORMANCE CATEGORIES

ATTITUDE

1. Acceptance of Feedback/FTO/FTP

Evaluates the way the trainee accepts criticism, how the trainee interacts with the FTO, and how the trainee accepts the training program, including how the FTO's feedback is received and used to further learning and improve performance.

1 or N/I — *Unacceptable* – Rationalizes mistakes. Denies that errors were made. Is argumentative. Refuses to, or does not attempt to, make corrections. Considers criticism a personal attack.

4 or C — *Acceptable* – Accepts criticism in a positive manner and applies it to improve performance and further learning.

7 or S — *Superior* – Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors.

2. Attitude Toward Police Work

Evaluates the trainee in terms of personal motivation, goals, and their acceptance of the job's responsibilities.

1 or N/I *Unacceptable* – Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.

4 or C *Acceptable* – Demonstrates an active interest in new position and responsibilities.

7 or S *Superior* – Strives to further professional knowledge by actively soliciting assistance from others to improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibility. Exhibits a desire to complete Field Training and become a productive member of the organization.

3. Integrity/Ethics

Evaluates the manner in which the trainee understands, accepts, and employs their own integrity and ethics.

1 or N/I *Unacceptable* – Accepts and employs a standard of mediocrity. Has little or no sense of accountability and/or responsibility to the department or community.

4 or C *Acceptable* – Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism. Able to resolve ethical situations through planning, evaluation, and decision-making.

7 or S *Superior* – Consistently demonstrates a high degree of internal strength, courage, and character. Models responsibility for service and enhances public trust.

4. Leadership

Evaluates the trainee's ability to take command and exercise influence among people using ethical values and goals for an intended change.

1 or N/I *Unacceptable* – Does not use command presence appropriately. Does not prevent/reduce conflict. Fails to show empathy.

4 or C *Acceptable* – Understands how to direct others, take command, and exercise influence and authority. Provides expected level of competency to the community through effective collaboration, communication/deescalation, and compassion.

7 or S *Superior* – Will not rationalize to compromise integrity. Uses command presence appropriately. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and assertiveness, composure, concern, and the ability to deescalate any situation.

APPEARANCE

5. General Appearance

Evaluates physical appearance, dress, demeanor, and equipment.

1 or N/I *Unacceptable* – Fails to present a professional image. Uniform fits poorly or is improperly worn or wrinkled. Hair not groomed and/or in violation of department regulations. Dirty shoes, weapon, and/or equipment. Equipment is missing or inoperative.

4 or C *Acceptable* – Uniform is neat/clean. Uniform fits and is properly worn. Weapon, leather, and equipment are clean and operative. Hair within regulations. Shoes and brass are shined.

7 or S *Superior* – Uniform is neat, clean, and tailored. Leather gear is shined. Shoes are polished. Displays command bearing.

RELATIONSHIPS

6. Relationship with Citizens/Community

Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.

1 or N/I *Unacceptable* – Abrupt, belligerent, demeaning, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspects of the job. Is inaccessible to the public. Introverted, overly sympathetic, ineffective, prejudicial, biased. Fails to explain actions to citizens. Does not follow up on citizen requests. Poor "non-verbal" skills. Communications are confusing to the public.

4 or C *Acceptable* – Courteous, friendly, and empathetic to citizen's perceptions of problems. Communicates in a professional, unbiased manner. Fully explains police actions to public contacts and follows up on public inquiries and requests. Is service-oriented and contacts the public in non-enforcement situations. Good "non-verbal" skills. Communicates well when interacting with the public.

7 or S *Superior* – Is very much at ease with citizen and suspect contacts. Effectively manages time to allow increased citizen contact. Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills. Routinely exhibits strong communication skills when interacting with the public.

7. Relationship with Other Department Members

Evaluates the trainee's ability to effectively interact with department members of all ranks, capacities, and positions.

1 or N/I *Unacceptable* – Patronizes FTO/superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, and/or sarcastic. Resists instruction. Considers themselves superior. Belittles others. Is not a "team player." Relies on others to carry their share of the work.

4 or C *Acceptable* – Adheres to the Chain of Command. Good FTO, superior, and peer relationships. Demonstrates a teamwork attitude.

7 or S *Superior* – Is at ease in contact with all members of the organization while displaying professionalism. Understands supervisors' responsibilities and their positions. Actively assists others.

8. Community Policing and Problem-solving

Evaluates the way the trainee assists members of the community in handling neighborhood issues.

1 or N/I *Unacceptable* – Makes little attempt to establish or attend crime-watch meetings. Does not know the resources available to the community for problem-solving. Acts as "sole authority" and does not include the public in the problem-solving process.

4 or C *Acceptable* – Assists members of the community in establishing crime-watch programs. Attends established group meetings as time allows. Provides the community lists of available resources. Includes the public in problem-solving.

7 or S *Superior* – Actively seeks out public involvement in crime-watch programs. Makes time to attend crime-watch programs and other neighborhood activities. Researches possible resources for neighborhoods to use. Encourages citizens to participate in decisions affecting their community.

PERFORMANCE

9. Driving Skill: Normal Conditions

Evaluates the trainee's skill in the operation of department vehicles under normal and routine driving conditions.

1 or N/I *Unacceptable* – Frequently violates traffic laws. Involved in at-fault traffic collisions. Fails to maintain control of the vehicle or displays poor manipulative skills in vehicle operation. Drives too fast or too slow for conditions.

4 or C *Acceptable* – Obeys traffic laws. Maintains control of the vehicle while being alert to activity outside of the vehicle. Drives defensively.

7 or S *Superior* – Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating the radio, checking mobile computer terminals (MCTs), etc.

10. Driving Skill: Moderate/High Stress Conditions

Evaluates the trainee's skill in vehicle operation under Code 3 situations, in situations calling for other than usual driving, and under conditions calling for other than normal driving skills.

1 or N/I *Unacceptable* – Involved in at-fault traffic collisions. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for conditions/situations. Loses control of the vehicle.

4 or C *Acceptable* – Maintains control of the vehicle and evaluates driving conditions/ situation properly. Adheres to department policies and procedures, and the California Vehicle Code provisions regarding Code 3 pursuit enforcement driving. Practices defensive driving techniques.

7 or S *Superior* – Displays a high degree of reflex ability and driving competency. Anticipates driving situations in advance and acts accordingly. Responds well relative to the degree of stress present.

11. Use of Map Book/GPS: Orientation/Response Time

Evaluates the trainee's awareness of surroundings, ability to find locations, and ability to arrive at a destination within an acceptable amount of time.

1 or N/I *Unacceptable* – Unaware of location on patrol. Does not properly use map book or GPS. Unable to relate location to destination. Gets lost. Spends too much time getting to destination.

4 or C *Acceptable* – Is aware of location while on patrol. Properly uses map book or GPS. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.

7 or S *Superior* – Remembers locations from previous visits and seldom needs map book or GPS. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.

12. Routine Forms: Accuracy/Completeness

Evaluates the trainee's ability to properly utilize departmental forms.

1 or N/I *Unacceptable* – Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate, or improperly used.

4 or C *Acceptable* – Knows of the commonly used forms, consistently makes accurate form selection, and understands their use. Completes them with accuracy and thoroughness.

7 or S *Superior* – Consistently completes detailed forms rapidly and accurately with little or no assistance.

13. Report Writing: Organization/Details/Use of Time

Evaluates the trainee's ability to organize reports, supply the necessary details for a good report, obtain all necessary information from reporting person and/or witnesses, and to complete a report in an appropriate amount of time.

1 or N/I *Unacceptable* – Fails to elicit necessary information. Unable to organize information in a logical manner and reduce it to writing. Omits pertinent details in the report. The report is inaccurate and/or incorrect. Routinely requires an excessive amount of time to complete a report.

4 or C *Acceptable* – Elicits necessary information. Completes reports, organizing information in a logical manner. Reports contain the required information and details. Completes reports within a reasonable amount of time.

7 or S *Superior* – Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred. Completes complex reports efficiently and in a timely manner with little or no assistance.

14. Report Writing: Grammar/Spelling/Neatness

Evaluates the trainee's ability to use proper grammar, to spell correctly, and to prepare reports that are neat and legible.

1 or N/I *Unacceptable* – Reports are illegible and lack structure. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete. Reports are confusing and not easily understood by the reader/evaluator.

4 or C *Acceptable* – Reports are legible, and grammar is at an acceptable level. Spelling is acceptable and errors are few. Errors, if present, do not distract from understanding the report. Report is neat and clean in appearance. Reports have sufficient stucture.

7 or S *Superior* – Reports are very neat and legible. Contain no spelling or grammatical errors. Reports have sufficient stucture. Reports are thorough, complete, and easily understood by the reader/evaluator.

15. Field Performance: Non-stress Conditions

Evaluates the trainee's ability to complete tasks and perform routine, non-stress police activities.

1 or N/I *Unacceptable* – Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete tasks. Unable to determine the appropriate course of action, avoids taking action, or employs inappropriate action for a given situation.

4 or C *Acceptable* – Properly assesses aspects of routine situations; determines appropriate action and completes tasks.

7 or S *Superior* – Properly assesses routine and complex situations without guidance/assistance. Quickly determines and employs appropriate course of action and completes tasks.

16. Field Performance: Stress Conditions

Evaluates the trainee's ability to perform in moderate to high-stress conditions.

1 or N/I *Unacceptable* – Becomes emotional, panic-stricken, unable to function. Holds back, loses temper, or displays cowardice. Over/under reacts or acts in unsafe or ineffective manner.

4 or C *Acceptable* – Exhibits self-control. Remains calm and composed in most situations. Determines proper course of action and takes it. Controls a situation and does not allow it to further deteriorate. Keeps safety in mind.

7 or S *Superior* – Exhibits self-control. Remains calm and composed in even the most extreme situations. Quickly restores control of the situation and takes command. Determines and employs the best course of action. Handles situations safely, efficiently, and effectively.

17. Investigative Skills

Evaluates the trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures.

1 or N/I *Unacceptable* – Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately identify offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or submitting evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect crime scene. Fails to identify and follow up obvious investigative leads.

4 or C *Acceptable* – Follows proper investigatory procedure in routine cases. Is generally accurate in identifying the nature of offense committed. Collects, tags, logs, and submits evidence properly. Connects evidence with suspect when apparent. Collects useable fingerprints from crime scenes, with little assistance, when conditions allow. Knows when to consult a supervisor, investigator, or crime scene technician when processing is needed at involved or unusual crime scenes.

7 or S *Superior* – Consistently follows proper investigatory procedure and is routinely accurate in identifying the nature of the offense committed. Connects evidence with suspect even when not readily apparent. Collects useable fingerprints from crime scenes, with little to no assistance, when conditions allow. Actively seeks to improve evidence collection and processing skills.

18. Interview/Interrogation Skills

Evaluates the trainee's ability to use proper questioning techniques, to vary techniques to fit persons being interviewed/interrogated, and to follow proper and lawful procedure.

1 or N/I *Unacceptable* – Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to recognize when to give the Miranda warning. Fails to obtain enough information to determine what is occurring. Fails to identify citizens contacted during the investigation.

4 or C *Acceptable* – Uses proper questioning techniques. Elicits available information and records same. Establishes proper rapport with victims/witnesses. Controls the interrogation of suspects and properly conducts a Miranda warning.

7 or S *Superior* – Consistently uses proper investigative questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of suspects. Fully understands the legalities associated with the Miranda warning and administers the admonishment appropriately.

19. Self-initiated Field Activity

Evaluates the trainee's desire and ability to observe and act upon suspicious activity and to address situations where citizens may require law enforcement assistance.

1 or N/I *Unacceptable* – Fails to observe and/or avoids suspicious activity. Does not investigate same. Rationalizes suspicious circumstances. Avoids or does not recognize situations where citizens may require law enforcement assistance.

4 or C *Acceptable* – Recognizes and acts upon situations requiring law enforcement contact or attention. Develops cases from observed activity. Displays inquisitiveness.

7 or S *Superior* – Routinely acts on situations requiring law enforcement contact. Maintains "Watch Bulletins" and information provided at roll call for later use in the field. Appropriately uses the information as reasonable suspicion to detain, or to develop probable cause to arrest. Makes quality contacts and/or arrests from observed activity. "Sees" beyond the obvious. Maintains vigilance for suspicious activity and/or situations where citizens may require law enforcement assistance.

20. Officer Safety: General

Evaluates the trainee's ability to perform police tasks without injuring self or others, and without exposing self or others to unreasonable danger or risk.

1 or N/I *Unacceptable* – Fails to follow acceptable safety procedures. Fails to exercise officer safety, including but not limited to:

a) Exposes weapons to suspect (handgun, baton, chemical agents, etc.)

b) Fails to keep weapon hand-free in enforcement situations

c) Stands in front of/next to violator's vehicle door

d) Fails to control suspect's movements

e) Fails to use illumination when necessary or uses it improperly

f) Does not keep violator/suspect in sight

g) Fails to advise Communications when leaving vehicle

h) Fails to maintain good physical condition

i) Fails to properly maintain personal safety equipment

j) Does not anticipate potentially dangerous situations

k) Stands too close to the passing vehicular traffic

l) Is careless with gun and/or other weapons

m) Fails to position vehicle properly during traffic stops

n) Stands in front of door when making contact with occupants

o) Makes poor choice of which weapon to use and when to use it

p) Cannot articulate why a particular weapon was employed

q) Fails to cover other officers or maintain awareness of their activities

r) Stands between police and violator's vehicle on a vehicle stop

s) Fails to search police vehicle prior to duty and after transporting other than police personnel

4 or C *Acceptable* – Follows acceptable safety procedures. Understands and applies them.

7 or S *Superior* – Consistently works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines best position for self and partner. Is not overconfident. Serves as an "officer safety" model for others.

21. Officer Safety: Suspicious Persons, Suspects, and Prisoners

Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.

1 or N/I *Unacceptable* – Violates officer safety practices as outlined in SEG 20 (above). Additionally, fails to "pat search," allows people to approach while seated in patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage that could prevent attack or escape.

4 or C *Acceptable* – Follows acceptable safety procedures with suspicious persons, suspects, and prisoners. Routinely works with an officer safety mindset.

7 or S *Superior* – Foresees potential dangers or hazards and acts to mitigate or eliminate them. Consistently maintains control and a position of advantage during contacts in the field. Remains alert to changing events and adjusts accordingly to maintain safety and control. Serves as a model for officer safety.

22. Control of Conflict: Voice Command

Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.

1 or N/I *Unacceptable* – Speaks too softly or timidly, speaks too loudly, confuses or angers listener by what is said and/or how it is said. Speaks when inappropriate. Unable to use a confident/commanding tone of voice.

4 or C *Acceptable* – Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of how and when to use them. Commands usually result in compliance.

7 or S *Superior* – Completely controls situations with voice tone, word selection, inflection, and command bearing. Restores order in even the most trying situations through voice and language usage.

23. Control of Conflict: Physical Skill

Evaluates the trainee's ability to use the proper level of force for the given situation.

1 or N/I *Unacceptable* – Employs too little or too much force for a given situation. Is physically unable to gain compliance or effect an arrest. Does not use proper restraints or uses them improperly.

4 or C *Acceptable* – Obtains and maintains control through the proper use and amount of force. Uses restraints effectively.

7 or S *Superior* – Displays above average knowledge and skill in the use of restraints. Extremely adept in employing the proper use of force for a given situation. Understands the legalities involved in the use of force.

24. Problem-solving Techniques/Decision Making

Evaluates the trainee's performance in terms of ability to perceive problems accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.

1 or N/I *Unacceptable* – Acts without thought or good reason. Is unable to address problems. Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively. Fails to ask the right questions. Does not assess a proper or effective response to the problem. Is unable to reason through a problem and come to a conclusion. Is unable to choose alternative solutions. Is indecisive and naive. Cannot recall previous solutions and apply them in similar situations.

4 or C *Acceptable* – Able to reason through a problem and come to an acceptable conclusion in routine situations. Perceives situations as they really are. Can explain what a problem-solving model is. Generates proper questions designed to identify problem(s). Generally able to choose a solution. Analyzes response for further action. Makes decisions with little assistance. Makes reasonable decisions based on information available.

7 or S *Superior* – Able to reason through most routine and complex situations and reach appropriate conclusions. When confronted with a problem, uses department-endorsed problem-solving approach/model. Has keen perception. Identifies root causes of problems, not just symptoms. Anticipates problems and prepares potential resolutions in advance. Relates past solutions to present situations and selects workable solutions. Properly assesses response, adjusts accordingly, and plans for follow-up.

25. Communications: Appropriate Use of Codes/Procedures

Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.

1 or N/I *Unacceptable* – Violates policy concerning use of communications equipment. Does not follow correct procedures. Does not understand or use proper communication codes/language.

4 or C *Acceptable* – Complies with policy and accepted procedures. Has good working

knowledge of most common codes/language and uses communication equipment appropriately.

7 or S *Superior* – Consistently adheres to department communications policies. Has superior working knowledge of codes/language used during communications, and properly applies that knowledge as appropriate.

26. Radio: Listens and Comprehends

Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.

1 or N/I *Unacceptable* – Repeatedly misses own call sign and is unaware of traffic in adjoining beats.

Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.

4 or C *Acceptable* – Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.

7 or S *Superior* – Is aware of own traffic and what is occurring throughout the service area. Recalls previous transmissions and uses that information to advantage.

27. Radio: Articulation of Transmissions

Evaluates the trainee's ability to communicate with others via the law enforcement radio.

1 or N/I *Unacceptable* – Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly. Multiple complaints regarding the trainee's use of the radio.

4 or C *Acceptable* – Uses proper procedure with clear, concise, and complete transmissions. Few complaints regarding the trainee's use of the radio.

7 or S *Superior* – Transmits clearly, calmly, concisely, and completely, even in stressful situations. Transmissions are well thought out and do not have to be repeated. No complaints regarding the trainee's use of the radio.

28. Mobile Computer Terminal (MCT): Use/Comprehension/Articulation

Evaluates the trainee's ability to operate the terminal and receive and send clear communications via MCT.

1 or N/I *Unacceptable* – Does not understand dispatch and/or message formats. Does not recognize messages addressed to their unit. Fails to properly update the status of the unit. Is unfamiliar with formats necessary for routine operation and inquiries. Is unable to compose understandable text. Does not recognize officer safety issues involved in dispatch calls. Violates FCC regulations and/or department policy.

4 or C *Acceptable* – Understands the operation and formats required for all function and status keys. Can communicate by administrative message. Understands message, dispatch, and database formats used daily by officers. Properly updates status.

Readily recognizes officer safety issues involved in the disposition of calls. Types clear and brief messages. Adheres to FCC regulations and department policy.

7 or S *Superior* – Consistently recalls dispatch information without running summaries. Understands CAD, DMV, and CLETS error messages. Proficient in use of all function keys, administrative messages, and BOLO file retrieval.

KNOWLEDGE

29. Department Policies and Procedures

Evaluates the trainee's knowledge of department policies/procedures and ability to apply this knowledge under field conditions.

a) **Reflected by Verbal/Written/Simulated Testing:**

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

b) **Reflected in Field Performance:**

1 or N/I *Unacceptable* – Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.

4 or C *Acceptable* – Familiar with most commonly applied department policies, regulations, procedures, and complies with same.

7 or S *Superior* – Has an excellent working knowledge of department policies, regulations, and procedures, including those less known and seldom used.

30. Criminal Statutes

Evaluates the trainee's knowledge of the criminal statutes [Penal Code (PC), Vehicle Code (VC), Welfare & Institution Code (WIC), Business & Professions Code (BPC), Health & Safety Code (HSC), and all city/county codes] and their ability to apply that knowledge to field situations.

a) **Reflected by Verbal/Written/Simulated Testing:**

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

b) **Reflected in Field Performance:**

1 or N/I *Unacceptable* – Does not know the elements of basic code sections. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes. Incorrectly identifies violation(s). Provides incorrect court assignments or dates.

4 or C *Acceptable* – Recognizes commonly encountered criminal offenses and applies appropriate code section. Recognizes differences between criminal and non-criminal activity. Correctly identifies violation(s). Provides correct court assignments and dates.

7 or S *Superior* – Has outstanding knowledge of all codes and applies that knowledge to normal and unusual activity quickly and effectively. Consistently able to locate lesser-known code sections in reference material.

31. Criminal Procedure

Evaluates the trainee's knowledge of criminal procedures including laws of arrest, search and seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures to field situations.

a) **Reflected by Verbal/Written/Simulated Testing**

1 or N/I *Unacceptable* – When tested, answers with less than 70% accuracy.

4 or C *Acceptable* – When tested, answers with at least 70% accuracy.

7 or S *Superior* – When tested, answers with 100% accuracy.

b) **Reflected in Field Performance**

1 or N/I *Unacceptable* – Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.

4 or C *Acceptable* – Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Makes arrests within guidelines.

7 or S *Superior* – Follows required procedure in all cases, accurately applying the law relative to searching, seizing evidence, release of information, and effecting arrests.

AGENCY-SPECIFIC

32. [To Be Filled in by Agency]

This performance category allows the agency to add a behavior that is of particular importance to their organization. If used, the agency MUST provide the applicable SEG descriptions for each rating:

1 or N/I *Unacceptable* – [To be determined by agency.]

4 or C *Acceptable* – [To be determined by agency.]

7 or S *Superior* – [To be determined by agency.]

(SEGs adapted from those first developed by the San Jose, California, Police Department, improved upon by the Houston, Texas, Police Department, revised by Glenn F. Kaminsky in 1986, 1991, 1997, and 1999, and added to by Jerry Hoover, Chief of the Reno Police Department and by the Sacramento County Sheriff's Department, and was further revised in 2011 and 2024 by POST staff.)

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APPENDIX 2
Daily Observation Report (DOR) and Narrative Evaluation

The DOR and Narrative Evaluation are key components of the FTP. In combination, these forms document the trainee's level of performance for each required category and clearly identify areas of competency, outstanding performance, or the need for remedial training.

NUMERIC AND NICS RATING SCALES

In order to effectively track the trainee's progress, the FTO uses the DOR to rate each observed behavior using one of two rating scales: **Numeric** or **NICS**. The Numeric Scale measures performance on a sliding scale between *1* and *7*. The NICS Scale uses three ratings: *NI–Needs Improvement, C–Competent, and S–Superior.* Each observed behavior is rated according to POST's Standardized Evaluation Guidelines (SEGs) as described in *Appendix 1* in the FTP Guide. Agencies decide which rating method best meets their particular needs.

A rating of "1" or "N/I" indicates the observed behavior is *Unacceptable* or *Needs Improvement*, a rating of "4" or "C" meets the **minimal** standard of *Acceptable* or *Competent*, and "7" or "S" indicates the trainee's performance is at a *Superior* level. The DOR also provides checkboxes if a behavior is not observed (N/O) or if the trainee is not responding to training (NRT). *The trainee, FTO, and FTO SAC are required to sign all DORs.*

NARRATIVE EVALUATION

Any ratings of "1" or "7" on the numeric scale or "N/I" or "S" on the NICS scale **require** a DS to describe the event that resulted in either of those ratings. The FTO checks the DS box on the DOR and documents the event using the Narrative Evaluation form. *The trainee, FTO, and FTO SAC are required to sign all Narrative Evaluations.*

Both the DOR and Narrative Evaluation forms contain detailed instructions. They can be printed and filled in by hand or filled in electronically. The Narrative Evaluation form includes continuation pages for additional comments. *The trainee, FTO, and FTO SAC are required to initial all continuation pages.*

The following links will open the applicable files for the DOR and Narrative Evaluation form for either the Numeric or NICS rating scales:

DOR & Narrative Evaluation – Numeric Scale

DOR & Narrative Evaluation – NICS Scale

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POST Field Training Program (FTP) Guide

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APPENDIX 2

Daily Observation Report *(Numeric Scale)*

REPORT DATE ____ PHASE ____ SHIFT/WATCH ____

Trainee Name *(Last, First)*	**Badge/ID**	**FTO Name** *(Last, First)*	**Badge/ID**

INSTRUCTIONS: See Appendix 1, Standardized Evaluation Guidelines (SEGs) for how to rate observable behaviors. A rating of **4** is the minimum acceptable score within each category to meet the standard for solo patrol officer. Ratings of **1** or **7** ***require*** a Documented Situation (DS); check **DS** and describe the related event in the accompanying Narrative Evaluation. Check **N/O** if behavior is Not Observed or **NRT** if trainee is Not Responding to Training. Enter Remedial Training Minutes (**R/T MIN**) as minutes only (e.g., 1 hr, 30 min = 90 min). *A completed and signed Narrative Evaluation* ***must*** *be attached.*

Narrative Evaluation*:* Pg 1 Pg 2 Continuation Pg

RATING BY CATEGORY — Scale Based on FTP Standards

	DS	UNACCEPTABLE			ACCEPTABLE		SUPERIOR		N/O	NRT	R/T MIN
ATTITUDE											
1 Acceptance of Feedback/FTO/FTP	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
2 Attitude Toward Police Work	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
3 Integrity/Ethics	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
4 Leadership	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
APPEARANCE/PHYSICAL CONDITION											
5 General Appearance	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
RELATIONSHIPS											
6 With Citizens/Community	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
7 With Other Department Members	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
8 Community Policing and Problem Solving	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
PERFORMANCE											
9 Driving Skill: *Normal Conditions*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
10 Driving Skill: *Moderate/High Stress Conditions*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
11 Use of Map Book/GPS: *Orientation/Response Time*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
12 Routine Forms: *Accuracy/Completeness*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
13 Report Writing: *Organization/Details/Use of Time*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
14 Report Writing: *Grammar/Spelling/Neatness*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
15 Field Performance: *Non-Stress Conditions*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
16 Field Performance: *Stress Conditions*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
17 Investigative Skills	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
18 Interview/Interrogation Skills	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
19 Self-initiated Field Activity	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
20 Officer Safety: *General*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
21 Officer Safety: *Suspicious Persons/Suspects/Prisoners*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
22 Control of Conflict: *Voice Command*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
23 Control of Conflict: *Physical Skill*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
24 Problem-solving Techniques/Decision-making	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
25 Communications: *Use of Codes/Procedures*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
26 Radio: *Listens and Comprehends*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
27 Radio: *Articulation of Transmissions*	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
28 Mobile Computer Terminal	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
PERFORMANCE											
29 Department Policies and Procedures:											
A Reflected by Verbal/Written/Simulated Testing	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
B Reflected in Field Performance	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
30 Criminal Statutes:											
A Reflected by Verbal/Written/Simulated Testing	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
B Reflected in Field Performance	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
31 Criminal Procedure:											
A Reflected by Verbal/Written/Simulated Testing	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
B Reflected in Field Performance	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	
AGENCY SPECIFIC (If used, provide SEGs in FTP Guide)											
32 _____	○	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	○	○	

Trainee Signature ▶

TOTAL RT MINUTES TODAY:

(Identify specific remedial plan in Narrative Evaluation if applicable.)

CLEAR PAGE

Narrative Evaluation *(Numeric Scale)*

REPORT DATE ☐ PHASE ☐ SHIFT/WATCH ☐

Trainee Name *(Last, First)*	Badge/ID	FTO Name *(Last, First)*	Badge/ID

INSTRUCTIONS: Parts A & B – 1) Based on the completed DOR, determine the trainee's MOST and LEAST satisfactory performance. Enter the applicable category numbers (1–32) to reference your comments. 2) Describe how the events support the ratings. 3) Check the appropriate **RT** box and enter the RT date if applicable. **Parts C & D** – If **DS** is checked in the DOR, provide an explanation to document the situation. **Continuation Page(s)** – Use as needed for additional comments; initial each page. *A completed and signed Narrative Evaluation **must** be attached to the DOR.*

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

EVALUATION CONSIDERATIONS:

- Set the stage or scene
- Include direct quotes
- Use lists, if appropriate
- Document all training, including remedial
- Report facts/avoid conclusions/don't predict
- Critique the performance — not the personality
- Check spelling, grammar, legibility, etc.
- Remember your audience

PART A. MOST SATISFACTORY PERFORMANCE	Category Number(s)
The **MOST** satisfactory performance area of the day was in the following category(ies):	

Describe:

REMEDIAL TRAINING: ☐ **N/A** ☐ **Completed** ☐ **Recommended – Date:**

PART B. LEAST SATISFACTORY PERFORMANCE	Category Number(s)
The **LEAST** satisfactory performance area of the day was in the following category(ies):	

Describe:

REMEDIAL TRAINING: ☐ **N/A** ☐ **Completed** ☐ **Recommended – Date:**

☐ **Continuation Pages Attached**

CLEAR PAGE

Narrative Evaluation *(Numeric Scale)*

REPORT DATE ____ PHASE ____ SHIFT/WATCH ____

Trainee Name *(Last, First)*	Badge/ID	FTO Name *(Last, First)*	Badge/ID

NOTE: Any DOR rating of 1 or 7 **must** be documented. 1) Identify the event and enter the applicable category number(s) to reference your comments. 2) Explain how the rating was determined. 3) Check the appropriate **RT** box and enter the RT date if applicable. Use the Continuation Page(s) for additional comments as needed. Attach the completed and signed Narrative Evaluation to the DOR.

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

PART C. DOCUMENTED SITUATIONS (DS)

	Category Number(s)
1. Event	

Describe:

REMEDIAL TRAINING: ☐ **N/A** ☐ **Completed** ☐ **Recommended – Date:**

	Category Number(s)
2. Event	

Describe:

REMEDIAL TRAINING: ☐ **N/A** ☐ **Completed** ☐ **Recommended – Date:**

	Category Number(s)
3. Event	

Describe:

REMEDIAL TRAINING: ☐ **N/A** ☐ **Completed** ☐ **Recommended – Date:**

PART D. REQUIRED SIGNATURES

Print Trainee Name	▶	**Date**
Print FTO Name	▶	**Date**
Print FT SAC Name	▶	**Date**

☐ **Continuation Pages Attached**

CLEAR PAGE

REPORT DATE ____ PHASE ____ SHIFT/WATCH ____

Trainee Name *(Last, First)*	**Badge/ID**	**FTO Name** *(Last, First)*	**Badge/ID**

NOTE: At the beginning of each new or continuing comment, reference the specific DOR category number. Use the additional pages to continue comments as needed. Enter the total number of continuation pages and be sure to initial each page. Attach all continuation pages to the completed Narrative Evaluation.

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

COMMENTS CONTINUED

Continuation Page 1 of ____

Trainee Initials ____ **FTO Initials** ____ **FT SAC Initials** ____

CLEAR PAGE

REPORT DATE PHASE SHIFT/WATCH

Trainee Name *(Last, First)*	Badge/ID	FTO Name *(Last, First)*	Badge/ID

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

COMMENTS CONTINUED

Continuation Page ____ of ____

Trainee Initials FTO Initials FT SAC Initials

CLEAR PAGE

REPORT DATE PHASE SHIFT/WATCH

Trainee Name *(Last, First)*	Badge/ID	FTO Name *(Last, First)*	Badge/ID

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

COMMENTS CONTINUED

Continuation Page ____ of ____

Trainee Initials FTO Initials FTP SAC Initials

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APPENDIX 2

Daily Observation Report *(NICS Scale)*

REPORT DATE _____ PHASE ____ SHIFT/WATCH _____

Trainee Name *(Last, First)*	Badge/ID	FTO Name *(Last, First)*	Badge/ID

INSTRUCTIONS: See Appendix 1, Standardized Evaluation Guidelines (SEGs) for how to rate observable behaviors. A rating of **C** (Competent) is the minimum acceptable score within each category to meet the standard for solo patrol officer. Ratings of **N/I** (Needs Improvement) or **S** (Superior) require a Documented Situation (DS); check DS and describe the related event in the accompanying Narrative Evaluation. Check **N/O** if behavior is Not Observed or **NRT** if trainee is Not Responding to Training. Enter Remedial Training Minutes (**R/T MIN**) as minutes only (e.g., 1hr, 30 min = 90 min). *A completed and signed Narrative Evaluation must be attached.*

Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

RATING BY CATEGORY | ------ Scale Based on FTP Standards ------ |

ATTITUDE	DS	N/I	C	S	N/O	NRT	R/T MIN
1 Acceptance of Feedback/FTO/FTP	☐	☐	☐	☐	☐	☐	
2 Attitude Toward Police Work	☐	☐	☐	☐	☐	☐	
3 Integrity/Ethics	☐	☐	☐	☐	☐	☐	
4 Leadership	☐	☐	☐	☐	☐	☐	
APPEARANCE/PHYSICAL CONDITION							
5 General Appearance	☐	☐	☐	☐	☐	☐	
RELATIONSHIPS							
6 With Citizens/Community	☐	☐	☐	☐	☐	☐	
7 With Other Department Members	☐	☐	☐	☐	☐	☐	
8 Community Policing and Problem Solving	☐	☐	☐	☐	☐	☐	
PERFORMANCE							
9 Driving Skill: *Normal Conditions*	☐	☐	☐	☐	☐	☐	
10 Driving Skill: *Moderate/High Stress Conditions*	☐	☐	☐	☐	☐	☐	
11 Use of Map Book/GPS: *Orientation/Response Time*	☐	☐	☐	☐	☐	☐	
12 Routine Forms: *Accuracy/Completeness*	☐	☐	☐	☐	☐	☐	
13 Report Writing: *Organization/Details/Use of Time*	☐	☐	☐	☐	☐	☐	
14 Report Writing: *Grammar/Spelling/Neatness*	☐	☐	☐	☐	☐	☐	
15 Field Performance: *Non-Stress Conditions*	☐	☐	☐	☐	☐	☐	
16 Field Performance: *Stress Conditions*	☐	☐	☐	☐	☐	☐	
17 Investigative Skills	☐	☐	☐	☐	☐	☐	
18 Interview/Interrogation Skills	☐	☐	☐	☐	☐	☐	
19 Self-initiated Field Activity	☐	☐	☐	☐	☐	☐	
20 Officer Safety: *General*	☐	☐	☐	☐	☐	☐	
21 Officer Safety: *Suspicious Persons/Suspects/Prisoners*	☐	☐	☐	☐	☐	☐	
22 Control of Conflict: *Voice Command*	☐	☐	☐	☐	☐	☐	
23 Control of Conflict: *Physical Skill*	☐	☐	☐	☐	☐	☐	
24 Problem-solving Techniques/Decision-making	☐	☐	☐	☐	☐	☐	
25 Communications: *Use of Codes/Procedures*	☐	☐	☐	☐	☐	☐	
26 Radio: *Listens and Comprehends*	☐	☐	☐	☐	☐	☐	
27 Radio: *Articulation of Transmissions*	☐	☐	☐	☐	☐	☐	
28 Mobile Computer Terminal	☐	☐	☐	☐	☐	☐	
PERFORMANCE							
29 Department Policies and Procedures:							
A Reflected by Verbal/Written/Simulated Testing	☐	☐	☐	☐	☐	☐	
B Reflected in Field Performance	☐	☐	☐	☐	☐	☐	
30 Criminal Statutes:							
A Reflected by Verbal/Written/Simulated Testing	☐	☐	☐	☐	☐	☐	
B Reflected in Field Performance	☐	☐	☐	☐	☐	☐	
31 Criminal Procedure:							
A Reflected by Verbal/Written/Simulated Testing	☐	☐	☐	☐	☐	☐	
B Reflected in Field Performance	☐	☐	☐	☐	☐	☐	
AGENCY SPECIFIC (If used, provide SEGs in FTP Guide)							
32 _____	☐	☐	☐	☐	☐	☐	

Trainee Signature ▶

TOTAL RT MINUTES TODAY:
(Identify specific remedial plan in Narrative Evaluation if applicable.)

CLEAR PAGE

Narrative Evaluation *(NICS Scale)*

REPORT DATE _____ PHASE ___ SHIFT/WATCH _____

Trainee Name *(Last, First)*	Badge/ID	FTO Name *(Last, First)*	Badge/ID

INSTRUCTIONS: Parts A & B – 1) Based on the completed DOR, determine the trainee's MOST and LEAST satisfactory performance. Enter the applicable category numbers (1–32) to reference your comments. 2) Describe how the events support the ratings. 3) Check the appropriate **RT** box and enter the RT date if applicable. **Parts C & D** – If **DS** is checked in the DOR, provide an explanation to document the situation. **Continuation Page(s)** – Use as needed for additional comments; initial each page. *A completed and signed Narrative Evaluation **must** be attached to the DOR.*

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

EVALUATION CONSIDERATIONS:

- Set the stage or scene
- Include direct quotes
- Use lists, if appropriate
- Document all training, including remedial
- Report facts/avoid conclusions/don't predict
- Critique the performance — not the personality
- Check spelling, grammar, legibility, etc.
- Remember your audience

PART A. MOST SATISFACTORY PERFORMANCE

The **MOST** satisfactory performance area of the day was in the following category(ies):	Category Number(s)									

Describe:

REMEDIAL TRAINING: ☐ **N/A** ☐ **Completed** ☐ **Recommended – Date:**

PART B. LEAST SATISFACTORY PERFORMANCE

The **LEAST** satisfactory performance area of the day was in the following category(ies):	Category Number(s)									

Describe:

REMEDIAL TRAINING: ☐ **N/A** ☐ **Completed** ☐ **Recommended – Date:**

☐ **Continuation Pages Attached**

CLEAR PAGE

REPORT DATE _____ PHASE ___ SHIFT/WATCH _____

Trainee Name *(Last, First)*	Badge/ID	FTO Name *(Last, First)*	Badge/ID

NOTE: Any DOR rating of **N/I** or **S must** be documented. 1) Identify the event and enter the applicable category number(s) to reference your comments. 2) Explain how the rating was determined. 3) Check the appropriate **RT** box and enter the RT date if applicable. Use the Continuation Page(s) for additional comments as needed. Attach the completed and signed Narrative Evaluation to the DOR.

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

PART C. DOCUMENTED SITUATIONS (DS)

	Category Number(s)
1. Event	

Describe:

REMEDIAL TRAINING: ☐ **N/A** ☐ **Completed** ☐ **Recommended – Date:**

	Category Number(s)
2. Event	

Describe:

REMEDIAL TRAINING: ☐ **N/A** ☐ **Completed** ☐ **Recommended – Date:**

	Category Number(s)
3. Event	

Describe:

REMEDIAL TRAINING: ☐ **N/A** ☐ **Completed** ☐ **Recommended – Date:**

PART D. REQUIRED SIGNATURES

Print Trainee Name	▶	**Date**
Print FTO Name	▶	**Date**
Print FT SAC Name	▶	**Date**

☐ **Continuation Pages Attached**

CLEAR PAGE

Narrative Evaluation *(NICS Scale)*

REPORT DATE _____ PHASE ___ SHIFT/WATCH _____

Trainee Name *(Last, First)*	**Badge/ID**	**FTO Name** *(Last, First)*	**Badge/ID**

NOTE: At the beginning of each new or continuing comment, reference the specific DOR category number. Use the additional pages to continue comments as needed. Enter the total number of continuation pages and be sure to initial each page. Attach all continuation pages to the completed Narrative Evaluation.

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

COMMENTS CONTINUED

Continuation Page 1 of ____

Trainee Initials		**FTO Initials**		**FT SAC Initials**	

CLEAR PAGE

REPORT DATE _____ PHASE _____ SHIFT/WATCH _____

Trainee Name *(Last, First)*	**Badge/ID**	**FTO Name** *(Last, First)*	**Badge/ID**

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

COMMENTS CONTINUED

Continuation Page ____ of ____

Trainee Initials _____ **FTO Initials** _____ **FT SAC Initials** _____

CLEAR PAGE

REPORT DATE _____ PHASE _____ SHIFT/WATCH _____

Trainee Name *(Last, First)*	**Badge/ID**	**FTO Name** *(Last, First)*	**Badge/ID**

DOR | Narrative Evaluation: Pg 1 Pg 2 Continuation Pg

COMMENTS CONTINUED

Continuation Page ____ of ____

Section 6

SECTION 6

Community Relations/Professional Demeanor

6.1 – 6.6 COMPETENCY REQUIREMENTS

Contents

List of Subtopics
6.1 Community Relations and Service
6.2 Professional Demeanor and Communications
6.3 Cultural Diversity
6.4 Racial Profiling
6.5 Crime Prevention
6.6 Community/Problem-Oriented Policing (COP/POP)
Attestation

LIST OF SUBTOPICS

6.1 COMMUNITY RELATIONS AND SERVICE

6.1.01 Agency Responsibilities
6.1.02 Community Service

6.2 PROFESSIONAL DEMEANOR AND COMMUNICATIONS

6.2.01 Public Trust
6.2.02 Inappropriate Verbal Language/Communication
6.2.03 Inappropriate Nonverbal Language/Communication
6.2.04 Explaining Actions to Citizens
6.2.05 Forms of Communication

6.3 CULTURAL DIVERSITY

6.3.01 Community Cultures
6.3.02 Cultural Motivations and Biases

6.4 RACIAL PROFILING

6.4.01 Racial Profiling in Penal Code 13519.4
6.4.02 Profiling Behavior (Criminal Profiling vs. Racial Profiling)
6.4.03 Constitutional Amendments
6.4.04 Community History
6.4.05 Agency Policy

6.5 CRIME PREVENTION

6.5.01 Citizen Support
6.5.02 Forms of Crime Prevention Through Environmental Design (CPTED)

6.6 COMMUNITY/PROBLEM-ORIENTED POLICING (COP/POP)

6.6.01 Community/Problem-Oriented Policing and Community Priorities
6.6.02 The Crime Triangle
6.6.03 Problem-Solving Model

SECTION 6 COMMUNITY RELATIONS/PROFESSIONAL DEMEANOR

Trainee

6.1 COMMUNITY RELATIONS AND SERVICE

6.1.01 Agency Responsibilities

The trainee shall explain the agency's responsibilities to community service.

Reference(s): LD 3					**Case #** *(If applicable)*	**Incident #**
	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test
Comments *(field will expand automatically)*						

Additional Information:

6.1.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.1.01 Part B - Agency Training Details *(field will expand automatically)*

6.1.02 Community Service

The trainee shall identify the agency's roles and responsibilities in providing community service. Those roles may include:

A. Protecting life and property
B. Maintaining order
C. Crime prevention
D. Public education
E. Delivery of service
F. Enforcement of laws
G. Community partnerships, such as:
H. Community Oriented Policing Services (COPS)
I. Any other agency-approved programs

Reference(s): LD 3	**Case #** *(If applicable)*	**Incident #**

	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.1.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.1.02 Part B - Agency Training Details *(field will expand automatically)*

6.2 PROFESSIONAL DEMEANOR AND COMMUNICATIONS

6.2.01 Public Trust

The trainee shall explain the expectation that the authority and power entrusted to a peace officer will not be abused.

Reference(s): LD 1

Case # *(If applicable)*

Incident #

	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	Signature	Date		Signature	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments:

Additional Information:

6.2.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.2.01 Part B - Agency Training Details *(field will expand automatically)*

6.2.02 Inappropriate Verbal Language/Communication

The trainee shall identify verbal factors which could contribute to a negative response from the public, including:

A. Profanity
B. Derogatory remarks
C. Offensive terms regarding gender, race, ethnicity, sexual orientation, nationality, religion, and/or socioeconomic status

Reference(s): LD 42 | **Case #** *(If applicable)* | **Incident #**

	Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.2.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.2.02 Part B - Agency Training Details *(field will expand automatically)*

6.2.03 Inappropriate Nonverbal Language/Communication

The trainee shall identify nonverbal factors which could contribute to a negative response from the public, including:

A. Disrespectful or imposing gestures
B. Improper use of body language, positioning, and facial expressions
C. Improper cultural response
D. Disrespectful attitude

Reference(s): LD 42 | **Case #** *(If applicable)* | **Incident #**

	Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.2.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.2.03 Part B - Agency Training Details *(field will expand automatically)*

6.2.04 Explaining Actions to Citizens

The trainee shall discuss why it may be beneficial to explain the reasons for law enforcement presence to inquiring citizens when feasible.

Reference(s): LD 1, LD 42

Case # *(If applicable)*

Incident #

	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.2.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.2.04 Part B - Agency Training Details *(field will expand automatically)*

6.2.05 Forms of Communication

The trainee shall demonstrate the ability to communicate with any segment of the public in a professional manner to enhance police service and community attitudes toward the police. This may be demonstrated through:

A. Community contacts
B. Business contacts
C. Community involvement
D. Positive role modeling
E. Mentoring
F. Phone conversation

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.2.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.2.05 Part B - Agency Training Details *(field will expand automatically)*

6.3 CULTURAL DIVERSITY

6.3.01 Community Cultures

The trainee shall explain how the culture of the community can affect the community's relationship with their agency.

Reference(s): LD 42

Case # *(If applicable)*	**Incident #**

	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.3.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.3.01 Part B - Agency Training Details *(field will expand automatically)*

6.3.02 Cultural Motivations and Biases

The trainee shall identify cultural motivations and biases that may affect professional ethics.

Reference(s): LD 3, LD 42

Case # *(If applicable)*

Incident #

	Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.3.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.3.02 Part B - Agency Training Details *(field will expand automatically)*

6.4 RACIAL PROFILING

6.4.01 Racial Profiling in Penal Code section 13519.4

The trainee will review and discuss Penal Code section 13519.4 and should perform effective police work based on behavioral observations.

Reference(s): LD 3, LD 42, PC § 13519.4

Case # *(If applicable)*	**Incident #**

	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.4.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.01 Part B - Agency Training Details *(field will expand automatically)*

6.4.02 Profiling Behavior (Criminal Profiling vs. Racial Profiling)

The trainee shall explain why effective police work profiles a person's behavior and not a person's actual or perceived race, color, ethnicity, gender identity or orientation, and more.

Reference(s): LD 42

Case # *(If applicable)*

Incident #

	Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	Signature	Date		Signature	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments:

Additional Information:

6.4.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.02 Part B - Agency Training Details *(field will expand automatically)*

6.4.03 Constitutional Amendments

The trainee shall explain the 4th and 14th Amendments of the U.S. Constitution as they relate to cultural diversity/discrimination. .

Reference(s): LD 42						**Case #** *(If applicable)*	**Incident #**
	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**	
	When completed, print full name	Date		When completed, print full name	Date		
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test	
Comments *(field will expand automatically)*							

Additional Information:

6.4.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.03 Part B - Agency Training Details *(field will expand automatically)*

6.4.04 Community History

The trainee shall discuss how the history of the community can have an effect on the community's relationship with their agency.

Reference(s): LD 3

Case # *(If applicable)*

Incident #

	Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.4.04 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.04 Part B - Agency Training Details *(field will expand automatically)*

6.4.05 Agency Policy

The trainee shall review and summarize the agency's policy regarding racial profiling.

Reference(s):	**Case #** *(If applicable)*	**Incident #**

	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.4.05 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.4.05 Part B - Agency Training Details *(field will expand automatically)*

6.5 CRIME PREVENTION

6.5.01 Citizen Support

The trainee shall demonstrate the knowledge and skills necessary to gain citizen support and participation in crime prevention.

Reference(s): LD 3	**Case #** *(If applicable)*	**Incident #**

	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.5.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.5.01 Part B - Agency Training Details *(field will expand automatically)*

6.5.02 Forms of Crime Prevention Through Environmental Design (CPTED)

The trainee shall give examples of general forms of crime prevention including:

A. Natural surveillance (window positioning, landscaping, good lighting)
B. Access control (fences and gates, common entrance ways to reduce the number of access points, locks, alarms)
C. Territorial reinforcement (change in landscaping; curbs, low walls, outdoor planters; decorative gateways)
D. Image (well-maintained lawn and area; elimination of any graffiti or broken windows on commercial buildings)

Reference(s): LD 3

Case # *(If applicable)*

Incident #

	Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.5.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.5.02 Part B - Agency Training Details *(field will expand automatically)*

6.6 COMMUNITY/PROBLEM-ORIENTED POLICING (COP/POP)

6.6.01 Community/Problem-Oriented Policing and Community Priorities

The trainee shall review and explain the agency's concept of community/problem-oriented policing as it relates to community priorities and needs, focusing on specific violations, crimes, or circumstances.

Reference(s): LD 3

Case # *(If applicable)*	**Incident #**

	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.6.01 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.6.01 Part B - Agency Training Details *(field will expand automatically)*

6.6.02 The Crime Triangle

The trainee shall explain the crime triangle (offender, victim, and location).

Reference(s): LD 3

Case # *(If applicable)*

Incident #

	Competency Demonstrated		How Demonstrated?	Remedial Training		How Remediated?
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.6.02 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.6.02 Part B - Agency Training Details *(field will expand automatically)*

6.6.03 Problem-Solving Model

The trainee shall explain their agency's preferred problem-solving model (e.g., The SARA Model), and be able to:

A. Learn the service needs and demands in their patrol area
B. Devise ways to manage information gathered from various community sources
C. Learn how to identify crime and disorder problems, and distinguish them from incidents
D. Develop plans with citizens to address crime and disorder problems
E. Work with citizens to assess the results of their efforts

Reference(s): LD 3

Case # *(If applicable)*

Incident #

	Competency Demonstrated		**How Demonstrated?**	**Remedial Training**		**How Remediated?**
	When completed, print full name	Date		When completed, print full name	Date	
FTO:			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test			☐ Field Perform ☐ Role Play ☐ Written Test ☐ Verbal Test

Comments *(field will expand automatically)*

Additional Information:

6.6.03 Part A - Reference Agency Policies/Procedures, if applicable *(600 characters maximum)* ☐ N/A

6.6.03 Part B - Agency Training Details *(field will expand automatically)*

See next page for Attestation

Part 5 – Section 6: Community Relations/Professional Demeanor

ATTESTATION FOR SECTION 6

YOUR SIGNATURES VERIFY that the Field Training Officer (FTO) and trainee attest to the following:

1. The FTO(s) provided all instruction, training, and related feedback/comments to the trainee in accordance with the agency's training requirements for this portion of the Field Training Program.
2. The trainee demonstrated all competencies required for this portion of the Field Training Program.
3. If remedial training was performed, the results were reviewed by the appropriate FTO(s) and accepted by the trainee.
4. The final evaluation of the trainee's performance for this portion of the Field Training Program was approved by the FTO(s) and accepted by the trainee.

Field Training Officer: X _____ Print Full Name: _____

Trainee: X _____ Print Full Name: _____

Background Materials

STATE OF CALIFORNIA
AUTHENTICATED
ELECTRONIC LEGAL MATERIAL

State of California

PENAL CODE

Section 13519.4

13519.4. (a) The commission shall develop and disseminate guidelines and training for all peace officers in California as described in subdivision (a) of Section 13510 and who adhere to the standards approved by the commission, on the racial and cultural differences among the residents of this state. The course or courses of instruction and the guidelines shall stress understanding and respect for racial, identity, and cultural differences, and development of effective, noncombative methods of carrying out law enforcement duties in a diverse racial, identity, and cultural environment.

(b) The course of basic training for peace officers shall include adequate instruction on racial, identity, and cultural diversity in order to foster mutual respect and cooperation between law enforcement and members of all racial, identity, and cultural groups. In developing the training, the commission shall consult with appropriate groups and individuals having an interest and expertise in the field of racial, identity, and cultural awareness and diversity.

(c) For the purposes of this section the following shall apply:

(1) "Disability," "gender," "nationality," "religion," and "sexual orientation" have the same meaning as in Section 422.55.

(2) "Culturally diverse" and "cultural diversity" include, but are not limited to, disability, gender, nationality, religion, and sexual orientation issues.

(3) "Racial" has the same meaning as "race or ethnicity" in Section 422.55.

(4) "Stop" has the same meaning as in paragraph (2) of subdivision (g) of Section 12525.5 of the Government Code.

(d) The Legislature finds and declares as follows:

(1) The working men and women in California law enforcement risk their lives every day. The people of California greatly appreciate the hard work and dedication of peace officers in protecting public safety. The good name of these officers should not be tarnished by the actions of those few who commit discriminatory practices.

(2) Racial or identity profiling is a practice that presents a great danger to the fundamental principles of our Constitution and a democratic society. It is abhorrent and cannot be tolerated.

(3) Racial or identity profiling alienates people from law enforcement, hinders community policing efforts, and causes law enforcement to lose credibility and trust among the people whom law enforcement is sworn to protect and serve.

(4) Pedestrians, users of public transportation, and vehicular occupants who have been stopped, searched, interrogated, and subjected to a property seizure by a peace officer for no reason other than the color of their skin, national origin, religion, gender

identity or expression, housing status, sexual orientation, or mental or physical disability are the victims of discriminatory practices.

(5) It is the intent of the Legislature in enacting the changes to this section made by the act that added this paragraph that additional training is required to address the pernicious practice of racial or identity profiling and that enactment of this section is in no way dispositive of the issue of how the state should deal with racial or identity profiling.

(e) "Racial or identity profiling," for purposes of this section, is the consideration of, or reliance on, to any degree, actual or perceived race, color, ethnicity, national origin, age, religion, gender identity or expression, sexual orientation, or mental or physical disability in deciding which persons to subject to a stop or in deciding upon the scope or substance of law enforcement activities following a stop, except that an officer may consider or rely on characteristics listed in a specific suspect description. The activities include, but are not limited to, traffic or pedestrian stops, or actions during a stop, such as asking questions, frisks, consensual and nonconsensual searches of a person or any property, seizing any property, removing vehicle occupants during a traffic stop, issuing a citation, and making an arrest.

(f) A peace officer shall not engage in racial or identity profiling.

(g) Every peace officer in this state shall participate in expanded training as prescribed and certified by the Commission on Peace Officers Standards and Training.

(h) The curriculum shall be evidence-based and shall include and examine evidence-based patterns, practices, and protocols that make up racial or identity profiling, including implicit bias. This training shall prescribe evidence-based patterns, practices, and protocols that prevent racial or identity profiling. In developing the training, the commission shall consult with the Racial and Identity Profiling Advisory Board established pursuant to subdivision (j). The course of instruction shall include, but not be limited to, significant consideration of each of the following subjects:

(1) Identification of key indices and perspectives that make up racial, identity, and cultural differences among residents in a local community.

(2) Negative impact of intentional and implicit biases, prejudices, and stereotyping on effective law enforcement, including examination of how historical perceptions of discriminatory enforcement practices have harmed police-community relations and contributed to injury, death, disparities in arrest detention and incarceration rights, and wrongful convictions.

(3) The history and role of the civil and human rights movement and struggles and their impact on law enforcement.

(4) Specific obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow peace officers.

(5) Perspectives of diverse, local constituency groups and experts on particular racial, identity, and cultural and police-community relations issues in a local area.

(6) The prohibition against racial or identity profiling in subdivision (f).

(i) Once the initial basic training is completed, each peace officer in California as described in subdivision (a) of Section 13510 who adheres to the standards approved by the commission shall be required to complete a refresher course every five years

thereafter, or on a more frequent basis if deemed necessary, in order to keep current with changing racial, identity, and cultural trends.

(j) (1) Beginning July 1, 2016, the Attorney General shall establish the Racial and Identity Profiling Advisory Board (RIPA) for the purpose of eliminating racial and identity profiling, and improving diversity and racial and identity sensitivity in law enforcement.

(2) RIPA shall include the following members:

(A) The Attorney General, or their designee.

(B) The President of the California Public Defenders Association, or their designee.

(C) The President of the California Police Chiefs Association, or their designee.

(D) The President of the California State Sheriffs' Association, or their designee.

(E) The President of the Peace Officers Research Association of California, or their designee.

(F) The Commissioner of the California Highway Patrol, or their designee.

(G) A university professor who specializes in policing, and racial and identity equity.

(H) Two representatives of human or civil rights tax-exempt organizations who specialize in civil or human rights.

(I) Two representatives of community organizations who specialize in civil or human rights and criminal justice, and work with victims of racial and identity profiling. At least one representative shall be between 16 and 24 years of age.

(J) Two religious clergy members who specialize in addressing and reducing racial and identity bias toward individuals and groups.

(K) Up to two other members that the Governor may prescribe.

(L) Up to two other members that the President pro Tempore of the Senate may prescribe.

(M) Up to two other members that the Speaker of the Assembly may prescribe.

(3) Each year, on an annual basis, RIPA shall do the following:

(A) Analyze the data reported pursuant to Section 12525.5 of the Government Code and Section 13012 of this code.

(B) Analyze law enforcement training under this section.

(C) Work in partnership with state and local law enforcement agencies to review and analyze racial and identity profiling policies and practices across geographic areas in California.

(D) Conduct, and consult available, evidence-based research on intentional and implicit biases, and law enforcement stop, search, and seizure tactics.

(E) Issue a report that provides RIPA's analysis under subparagraphs (A) to (D), inclusive, and detailed findings on the past and current status of racial and identity profiling, and makes policy recommendations for eliminating racial and identity profiling. RIPA shall post the report on its internet website. Each report shall include disaggregated statistical data for each reporting law enforcement agency. The report shall include, at minimum, each reporting law enforcement agency's total results for each data collection criterion under subdivision (b) of Section 12525.5 of the Government Code for each calendar year. The reports shall be retained and made

available to the public by posting those reports on the Department of Justice's OpenJustice web portal. The first annual report shall be issued no later than January 1, 2018. The reports are public records within the meaning of Section 7920.530 of the Government Code and are open to public inspection pursuant to Sections 7922.500 to 7922.545, inclusive, 7923.000, and 7923.005 of the Government Code.

(F) Hold at least three public meetings annually to discuss racial and identity profiling, and potential reforms to prevent racial and identity profiling. Each year, one meeting shall be held in northern California, one in central California, and one in southern California. RIPA shall provide the public with notice of at least 60 days before each meeting.

(4) Pursuant to subdivision (e) of Section 12525.5 of the Government Code, RIPA shall advise the Attorney General in developing regulations for the collection and reporting of stop data, and ensuring uniform reporting practices across all reporting agencies.

(5) Members of RIPA shall not receive compensation, nor per diem expenses, for their services as members of RIPA.

(6) No action of RIPA shall be valid unless agreed to by a majority of its members.

(7) The initial terms of RIPA members shall be four years.

(8) Each year, RIPA shall elect two of its members as cochairpersons.

(Amended by Stats. 2021, Ch. 615, Sec. 349. (AB 474) Effective January 1, 2022. Operative January 1, 2023, pursuant to Sec. 463 of Stats. 2021, Ch. 615.)

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #03
PRINCIPLED POLICING IN THE COMMUNITY

April 1, 2026

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X
X		X			X	X

I. LEARNING NEED

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

LEARNING OBJECTIVES

A. Define community policing

B. Identify the essential components of community policing, including:

1. Problem solving
2. Addressing quality of life issues
3. Partnerships with the community
4. Partnerships with other agencies
5. Internal and external resources

C. Identify community policing goals, including:

1. Reducing/preventing crime
2. Reducing the fear of crime
3. Improving the quality of life
4. Increasing community:
   a. Awareness
   b. Involvement
   c. Ownership
5. Increasing local government involvement in problem solving

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X		X			X	X
X		X			X	
X		X			X	
X		X			X	
X		X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X		X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	
X	X	X			X	

D. Discuss community policing philosophy

E. Discuss the history of policing models, including:

1. Traditional
2. Professional
3. Community

F. Identify peace officer responsibilities in the community, including:

1. Maintaining order
2. Enforcing the law
3. Preventing crime
4. Delivering service
5. Educating and learning from the community
6. Working with the community to solve problems

G. Differentiate between proactive and reactive policing

H. Discuss community expectations of peace officers

I. Recognize peace officers' responsibilities to enforce the law, including:

1. Adhering to all levels of the law
2. Fair and impartial enforcement
3. Knowing the patrol beat or area of responsibility

J. Identify the elements of area/beat knowledge, including:

1. Critical Sites
2. Locations requiring special attention, i.e., hot spots
3. Potentially dangerous areas

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X			X		X	
X	X	X			X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X
X	X	X			X	X

K. Discuss current and emerging issues that can impact the delivery of services by peace officers

L. Identify the components that comprise communities

M. Discuss opportunities where peace officers educate and learn from community members

N. Identify resources which provide opportunities to educate and learn from the community, including:

1. Community forums
2. Community advisory groups

O. Recognize a peace officer's role in influencing community attitudes

P. Discuss government expectations of law enforcement and peace officers

II. LEARNING NEED

Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.

LEARNING OBJECTIVES

A. Define community partnerships

B. Discuss the key elements for developing trust between community partners, including:

1. Truth
2. Respect
3. Understanding
4. Support
5. Teamwork

RBC	Other Basic Courses					Requal		
	832	III	II	I	SIBC			
X	X	X			X	X	C.	Discuss the relationship of ethics to the badge of office
X			X		X	X	D.	Identify the essential partnering skills, including:
X			X		X	X	1.	Leadership
X			X		X	X	2.	Communication
X			X		X	X	3.	Facilitation
X			X		X	X	4.	Community mobilization
X	X	X			X	X	E.	Discuss leadership skills in community policing
X	X	X			X	X	F.	Define communication
X	X	X			X	X	G.	Recognize the components of a message in communications with others, including:
X	X	X			X	X	1.	Content (words)
X	X	X			X	X	2.	Voice characteristics
X	X	X			X	X	3.	Nonverbal signals
X	X	X			X	X	H.	Recognize the potential effects of negative nonverbal signals
X	X	X			X	X	I.	Give examples of effective communication techniques for:
X	X	X			X	X	1.	Active listening
X	X	X			X	X	2.	Establishing effective lines of communication
X	X	X			X	X	3.	Overcoming barriers to communication
X			X		X	X	J.	Discuss the communication techniques that can be used for obtaining voluntary compliance
X			X		X		K.	Define facilitation

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	X
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

L. Discuss the components of the facilitation process, including:

1. Being familiar with the issues
2. Establishing meeting guidelines
3. Stating meeting purpose, scope, and need
4. Stating and clarifying objectives
5. Prioritizing competing problems and issues
6. Identifying potential solutions

M. Apply facilitation techniques reflecting professional behavior, including:

1. Maintaining the focus on the issues and stimulating discussion
2. Displaying interest in the issues
3. Leading the group toward problem resolution
4. Helping participants learn from the problem solving experience
5. Dealing calmly and respectfully with unexpected incidents
6. Maintaining objectivity

N. Give examples of obstacles that officers may encounter when developing community partnerships

O. Define community mobilization

P. Discuss the elements of the community mobilization process, including:

1. Getting people involved
2. Identifying community resources (skills)
3. Calling for action
4. Educating the public
5. Taking responsibilities for public safety and quality of life
6. Sustaining effort

Q. Discuss community mobilization methods

RBC	Other Basic Courses					Requal	
	832	III	II	I	SIBC		
X			X		X		R. Discuss the benefits of maintaining a positive relationship with the news media
X			X		X		S. Discuss the components of a community inventory, including:
X			X		X		1. Partners
X			X		X		2. Stakeholders
X			X		X		3. Community collaboration
X			X		X		T. Define homeland security
X			X		X		U. Identify the benefits of integrating community mobilization and homeland security
							III. LEARNING NEED
							Peace officers need to recognize that effective problem solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community.
							LEARNING OBJECTIVES
X			X		X	X	A. Define the term "problem"
X			X		X	X	B. Identify the elements of the crime triangle, including:
X			X		X	X	1. Victim
X			X		X	X	2. Offender
X			X		X	X	3. Location
X			X		X		C. Discuss the Broken Windows Theory
X			X		X	X	D. Define problem solving

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X		X			X	X
X		X			X	
X			X		X	
X			X		X	X
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X X X X X			X X X X X		X X X X X	
X			X		X	

E. Distinguish between Problem Oriented Policing (POP) and Community Policing (CP)

F. Define and discuss a problem solving strategy

G. Apply a problem solving strategy

H. Define crime prevention

I. Identify crime prevention strategies

J. Give examples of crime risk factors

K. Identify methods for recognizing crime problems

L. Define Crime Prevention Through Environmental Design (CPTED)

M. Identify the principles of Crime Prevention Through Environmental Design (CPTED)

1. Natural surveillance
2. Access control
3. Territorial reinforcements
4. Image

N. Discuss crime prevention programs within the community

IV. LEARNING NEED

Peace officers should recognize how principled policing contributes to legitimacy and benefits the officer, agency, and community.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

LEARNING OBJECTIVES

A. Define principled policing

B. Discuss principled policing, to include:

1. Implicit and explicit bias
2. Procedural justice
3. Legitimacy
4. Historical events

C. Identify the four tenets of procedural justice

1. Voice
2. Neutrality
3. Respect
4. Trustworthiness

D. Discuss the potential benefits of procedural justice for law enforcement and the community, including:

1. Improved safety
2. Reduced stress
3. Fewer complaints
4. Increased cooperation
5. Improved community relations
6. Reduced crime

E. Discuss the application of procedural justice to the law enforcement mission

V. LEARNING NEED

Peace officers should recognize how historical and current events connect the past with the present and how these events can shape the perspectives of individuals, law enforcement and communities.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
						X
						X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

LEARNING OBJECTIVES

A. Discuss the impact of historical and current events and how they affect community perspectives

B. Discuss the concept of a community "bank account" (perspective) and its:

1. Deposits
2. Withdrawals

C. Discuss cynicism and its impact on law enforcement and the community, to include:

1. Community cynicism
2. Peace officer cynicism

VI. LEARNING NEED

Peace officers should recognize the existence of implicit bias and how it can influence decision-making and procedural justice.

LEARNING OBJECTIVES

A. Discuss implicit bias, to include:

1. Definition
2. Sources

B. Distinguish between implicit and explicit bias.

C. Discuss how implicit bias may influence decision making and procedural justice

VII. REQUIRED LEARNING ACTIVITIES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X		X			X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

A. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities (April 2026)* or other comparable sources. At a minimum, each activity must address how peace officers, agencies, and communities benefit from community policing.

B. The student will participate in a learning activity that will reinforce an understanding of a problem solving strategy.

C. The student will participate in a role-playing learning activity that simulates a public problem-solving meeting with conflicting positions about a local issue. The activity shall focus on and generate discussion, during and after the activity, based upon the following:

1. Community policing philosophy
2. Community mobilization
3. Partnerships
4. Leadership
5. Facilitation techniques
6. Communication skills

D. The student will participate in learning activity depicting a situation in which the subject is initially noncompliant with verbal instructions to produce identification. The student will demonstrate the communication skills to resolve the conflict including:

1. Making an "ethical appeal" based upon a peace officer's professional presence and providing the subject with an opportunity to voluntarily comply (asking)
2. Identifying the law, policy, or rationale that applies to the situation, answering the subject's implied question "why?", and providing another opportunity for the subject to voluntarily comply (setting context)
3. Explaining the options or courses of action which could be taken by the peace officer and their potential personal consequences to the subject, and providing the subject with yet another opportunity to voluntarily comply (presenting options)
4. Taking the action appropriate to the situation if the subject fails to voluntarily comply (e.g., arrest)

E. Students will participate in a facilitated discussion about the application of the four tenets of procedural justice.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X X			X X		X X	X X
X			X		X	X
26	2	6	20		26	12

1. How each tenet impacts the relationship between law enforcement and the community
2. How each tenet influences perceptions of legitimacy

F. Students will participate in a group activity that requires them to research a historical event and present their findings to the class. The research must include the impact on the perspectives of law enforcement and the community. The event should include an historical action such as the Stonewall Riots, Zoot Suit Riots, Internment of Japanese Americans, March from Selma to Montgomery, George Floyd, etc.

VIII. REQUIRE TESTS

None

IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on policing in the community.

X. ORIGINATION DATE

January 1, 2001

XI. REVISION DATE

January 1, 2004	January 19, 2007	July 1, 2012	April 1, 2022
August 15, 2004	July 1, 2008	February 15, 2017	October 1, 2023
September 15, 2004	July 1, 2010	July 1, 2018	April 1, 2026
January 1, 2006	July 1, 2011	April 1, 2020	

Basic Course Workbook Series

Learning Domain 03

Principled Policing in the Community

Version 6.1

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Basic Course Workbook Series
Student Materials
Learning Domain 03
Principled Policing in the Community
Version 6.1

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THE MISSION OF POST

The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.

THE ACADEMY TRAINING MISSION

The primary mission of basic training is to prepare students mentally, morally, and physically to advance into a field training program, assume the responsibilities, and execute the duties of a peace officer in society.

FOREWORD

The California Commission on Peace Officer Standards and Training sincerely appreciates the efforts of the many curriculum consultants, academy instructors, directors and coordinators who contributed to the development of this workbook. We must also thank the California law enforcement agency executives who allowed their personnel to participate in the development of these training materials.

This student workbook is part of the POST Basic Course Training System. The workbook component of this system provides a self-study document for every learning domain in the Basic Course. Each workbook is intended to be a supplement to, not a substitute for, classroom instruction. The objective of the system is to improve academy student learning and information retention and ultimately contribute to you becoming a peace officer committed to safety, and to the communities you will serve.

The content of each workbook is organized into sequenced learning modules to meet requirements as prescribed both by California law and the POST Training and Testing Specifications for the Basic Course.

It is our hope that the collective wisdom and experience of all who contributed to this workbook will help you, the student, to successfully complete the Basic Course and to enjoy a safe and rewarding career as a peace officer.

MANUEL ALVAREZ, Jr.
Executive Director

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Student Workbooks

The student workbooks are part of the POST Basic Course Instructional System. This system is designed to provide students with a self-study document to be used in preparation for classroom training.

Regular Basic Course Training Requirement

Completion of the Regular Basic Course is required, prior to exercising peace officer powers, as recognized in the California Penal Code and where the POST-required standard is the POST Regular Basic Course.

Student Workbook Elements

The following elements are included in each workbook:

- Chapter contents, including a synopsis of key points,
- Supplementary material, and
- A glossary of terms used in this workbook.

Introduction

This workbook provides an introduction to the training requirements for this Learning Domain. It is intended to be used in several ways: for initial learning, for test preparation, and for remedial training.

Workbook Format

To use the workbook most effectively, follow the steps listed below.

Step	Action
1	Begin by reading the: Introduction and How to Use the Workbook, which provides an overview of how the workbook fits into the POST Basic Course Instructional System and how it should be used.
2	Refer to the Chapter Synopsis section at the end of each chapter to review the key points that support the chapter objectives.
3	Read the text.
4	Complete the Workbook Learning Activities at the end of each chapter. These activities reinforce the material taught in the chapter.
5	Refer to the Glossary section for a definition of important terms. When first referenced these terms will be bolded and underlined (e.g., **term**).

Chapter 1
Community Policing

OVERVIEW

Learning Need

Peace officers need to know that their role in the community is to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

Learning Objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Define community policing	3.01.11
• Identify the essential components of community policing, including - Problem solving - Addressing quality of life issues - Partnerships with the community - Partnerships with other agencies - Internal and external resources	3.01.12
• Identify community policing goals, including - Reducing/preventing crime - Reducing the fear of crime - Improving quality of life - Increasing community ▪ Awareness ▪ Involvement ▪ Ownership • Increasing local government involvement in problem solving	3.01.13

After completing study of this chapter, the student will be able to:	Objective ID
• Discuss community policing philosophy	3.01.14
• Discuss the history of policing models, including - Traditional - Professional - Community	3.01.15
• Identify peace officer responsibilities in the community, including - Maintaining order - Enforcing the law - Preventing crime - Delivering service - Educating and learning from the community - Working with the community to solve problems	3.01.16
• Differentiate between proactive and reactive policing	3.01.17
• Discuss community expectations of peace officers	3.01.18
• Recognize peace officers' responsibilities to enforce the law, including - Adhering to all levels of the law - Fair and impartial enforcement - Knowing the patrol beat or area of responsibility	3.01.19
• Identify the elements of area/beat knowledge, including - Critical sites - Locations requiring special attention, i.e. hot spots - Potentially dangerous areas	3.01.20

After completing study of this chapter, the student will be able to:	Objective ID
• Discuss current and emerging issues that can impact the delivery of services by peace officers	3.01.21
• Identify the components that comprise communities	3.01.22
• Discuss opportunities where peace officers can educate and learn from community members	3.01.23
• Identify resources which provide opportunities to educate and learn from the community, including: - Community forums - Community advisory groups	3.01.24
• Recognize a peace officer's role in influencing community attitudes	3.01.25
• Discuss government expectations of law enforcement and peace officers	3.01.26

In This Chapter

This chapter focuses on professional law enforcement. Refer to the chart below for specific topics.

Topic	See Page
Community Policing	1-5
Peace Officer Responsibilities in the Community	1-8
Workbook Learning Activities	1-21

Introduction

Communities are best served when peace officers and other community members work together to identify, prioritize, and address issues that will improve the community's quality of life.

Definition

Community Policing is both an organizational and a personal philosophy that promotes police/**community partnerships** and proactive problem-solving to:

- Address the causes of crime
- Address the fear or perception of crime
- Improve the overall quality of life in the community

Essential Components

Community policing is an acknowledgment that peace officers need the community's help to solve community problems. Essential components of community policing are:

- Problem-solving
- Addressing quality of life issues
- Partnerships with the community
- Partnerships with other agencies
- Internal and external resources

Goals

Community policing goals include but are not limited to:

- Reducing/preventing crime
- Reducing the fear of crime
- Improving quality of life
- Increasing community
  - Awareness
  - Involvement
  - Responsibility
- Increasing local government involvement in problem-solving

Philosophy

Community Policing:

Is:	Is not:
• An organizational philosophy that permeates all of an agency's operations • Everyone in the agency embracing the philosophy • A working partnership with the community • The community participates in defining priorities for law enforcement agencies • Focusing directly on the substance of policing	• A specific program handled only by a separate unit • Individual assignments or programs such as Neighborhood Watch, youth services, or bike team officer • The sole responsibility of law enforcement • "Soft on crime" • A permanent increase in an officers' workload

Because community policing is a partnership between law enforcement and the community:

- An attitude of "us" (law enforcement) vs. "them" (community) is inappropriate and counter productive
- All aspects of the community benefit:
  - Community and its members
  - Law enforcement agencies
  - Individual peace officers

History

Policing today evolved from several organizational models developed over the years to improve law enforcement's professionalism and service to the community:

- **Sir Robert Peel**, commonly acknowledged as the founder of modern policing, developed nine principles in 1829 which set the foundation for law enforcement as we know it today. His Seventh Principle, still relevant today, states, *"Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence."*

Several police models have developed over time. *One or more elements of these models have continued to be employed.* Some are:

- Traditional policing - defined over the last 50 years; policing is incident driven, reaction based, and enforcement focused with limited community interaction. Efforts directed toward maintaining order and apprehension of offenders after crimes have been committed.
- Professional policing - incorporated the traditional policing components and emphasized officer education and training, policies and procedures and the development of professional standards and behavior. Recognized as "command and control."
- Community policing - combines elements of traditional and professional policing with an emphasis on community partnerships, prevention and collaborative problem solving to reduce crime, the fear of crime, and improve the quality of life.

PEACE OFFICER RESPONSIBILITIES IN THE COMMUNITY

Introduction

Peace officers have a responsibility to serve their communities on many levels through enforcement, education, and problem-solving.

Leadership

The philosophy and strategies of community partnership are not new to law enforcement, but the need to constantly rethink these ideas and to reaffirm the positive nature of law enforcement and community working together is every officer's responsibility. In an atmosphere of partnership, the "we together" must replace "us vs. them." The challenge to leadership is to find the "we together." Even though specialized units can be created to work on problems, it is the responsibility of everyone to find ways to engage the community and improve the quality of life.

Ethics

Peace officers can undo the "us vs. them" at the same time that they acquire high levels of tactical and problem-solving skills. Unethical behavior can perpetuate the "us vs. them" philosophy.

Peace Officer Responsibilities

It is the responsibility of peace officers to:

- Maintain order
- Enforce the law
- Prevent crime
- Deliver service
- Educate and learn from the community
- Work with the community to solve problems

To best carry out these responsibilities, peace officers need to work as generalists rather than specialists. Officers should adopt a proactive approach to developing a partnership between themselves, individuals, businesses, and groups in the community.

NOTE: These responsibilities are emphasized in every aspect of basic peace officer training.

The following table describes several peace officer responsibilities:

To be effective, peace officers should:	By:
Adhere to all levels of the law	• Providing enforcement of: - Statutory laws - City and county ordinances - Court orders
Be fair and impartial during enforcement	• Ensuring that enforcement decisions are based on: - The law - The court's interpretation of the law - Agency policy - The officer's own judgment based on experience and the situation • Ensuring that enforcement decisions ***are not*** based on: - Prejudices - Implicit bias - Attitudes - Appearances - Gratuities
Know their patrol area (beat) or area of responsibility	• Being familiar with aspects, including: - Size - Boundaries - Interconnecting routes for traffic directions - Nearest emergency services • Cultural, demographic, and socio-economic characteristics of the residents (including traditions, habits, and lifestyles)
Encourage the community to report and participate	• Encouraging and supporting the public, i.e. Attending meetings, educating the public • Collaborating and solving community problems

Proactive and reactive policing

Proactive approach means anticipating problems and acting in advance to address local concerns. Recognize crime patterns and safety hazards in the community to develop strategies to mitigate future incidents. By adopting a proactive approach, officers attempt to:

- Prevent problems from becoming worse
- Eliminate or minimize crime related problems
- Reduce criminal opportunity
- Deter potential offenders
- Develop crime prevention strategies

Reactive approach means responding to criminal activity and problems after they have taken place. It typically involves handling each call or incident as a separate, unique occurrence.

Proactive and reactive policing (Continued)

The following table provides some examples of proactive and reactive law enforcement.

Examples of Proactive Activities	Examples of Reactive Activities
• Making self-initiated on view arrests • Monitoring areas of frequent criminal activity (i.e. hot spots) • Reducing criminal opportunity through awareness • Encouraging the public to be on the alert for potential criminal activity (e.g. Crime Prevention Units and Neighborhood Crime Watch programs) • Interacting with established organizations such as church groups, civil boards, fire fighters, social workers, hospitals, and youth groups to educate them about crime prevention tactics. (e.g. meetings, seminars, ride along.) • Analyzing reports and crime trends to track possible locations and indications of potential criminal activity • Interacting with other law enforcement agencies to share case information and resources • Problem-solving • **Crime Prevention Through Environmental Design (CPTED)**	• Apprehending suspects for violation of the law • Collecting and preserving physical evidence at a crime scene • Taking thorough field notes and writing complete and accurate reports • Testifying in court • Following the directions of court orders warrants, and other official documents • Restricting activities and movements in controlled settings when necessary • Problem-solving

Community Expectations

People in a community expect peace officers to ensure their safety.

From an officer's point of view, maintaining order means taking actions to protect lives and property. From the community member's point of view, maintaining order may mean ensuring an expected quality of life.

The following table describes actions officers can take to maintain order within their community:

Action	Influence on the Community
Patrol the Community in a Highly Visible Manner	• Visible patrols let the public see the peace officer as a presence to discourage criminal activity and provide a perception of safety
Maintain the Public Peace	• Handling both private and public disputes before they escalate to disturbances that can place members of the community at risk
Manage Civil Disturbances	• Dealing with opposing factions during strikes, demonstrations, and work stoppages in a manner that maintains the public peace without infringing on the rights of the individuals

The community expects peace officers to address violations of applicable laws and regulations. Objective enforcement by officers demonstrates the equal and unbiased application of the law.

Beat/Area Knowledge

To adequately enforce the law and prevent or reduce crime within a community, peace officers need to develop “beat/area knowledge.” This includes not just knowing the basic layout and makeup of the beat area, but also recognizing specific areas within the community that may require special attention and increased community interaction

Elements of Beat/Area Knowledge

The following table further explains the elements of beat/area knowledge:

Area	Examples
Critical Sites	• Schools • Hospitals • Airports • Bridges • Power plants • Chemical or industrial plants • Chemical storage facilities
Locations Requiring Special Attention, i.e. “Hot Spots”	• High crime areas (e.g. Liquor stores, pawn shops, problem neighborhoods, motels) • Isolated or low traffic areas • Traffic “choke points” (i.e. Congested roadways)
Potentially Dangerous Areas	• Local hazards (e.g. Potholes, roads that freeze, etc.) • Low lying areas that can easily flood • Earthquake-prone zones • Hillsides with a potential for mud slides • Dry areas with a higher-than-average potential for fire • Railroad crossings
Information Gathering and Partnerships	• Existing partnerships with the community, media, business, residents, government agencies

Current and Emerging Issue Affecting Service

Peace officers' ability to deliver effective service can be influenced by their ability to deal with current issues that impact their community.

The following table identifies several current and emerging issues that can impact the delivery of services by peace officers:

Issue	Examples	Impact on Delivery of Service
Changing Community Demographics	Rural to urban	Increase in calls for service
	Ethnic group representation	May require familiarity with a variety of customs and languages
Economic Shifts	Closure of a local factory or nearby military installation	Increased crime associated with unemployment
Advanced Technologies	Computers and the Internet	Increased white collar crime through the use of computers
	High-tech crime	Identity theft
Jail Overcrowding	Early Release Program	Increased crime/loss of respect
Cultural Diversity	Immigration patterns to the U.S.	Possible negative image of law enforcement
Continuous Law Changes	Additions and amendments to the Penal Code	Requires officers to continually update themselves on changes to the law in order to enforce it appropriately
Homeland Security	Terrorist threats/acts	Revising information sharing and intelligence gathering methods

Community Components

To effectively educate and learn from the public, officers must know how to reach people in their communities. The first step is to recognize that communities are made up of a number of overlapping groups. These groups can provide officers with forums through which they can talk to people with common interests and needs.

Communities are comprised of:

- Families
- Individuals
- Neighborhoods
- Schools
- Elected officials and local government agencies
- Businesses
- The media
- Social service organizations and agencies
- Religious institutions (e.g. Churches, synagogues, mosques, etc.)
- Law enforcement agencies

Education and Awareness

When peace officers participate in educational programs for community youth and adults, officers and the community both benefits. Community members gain an increased sense of empowerment and security as well as positive relationships with individual officers. Peace officers have the opportunity to learn from individuals and the community.

Officers will identify valuable information sources by interacting with community.

Officers will also foster the community's positive attitudes toward law enforcement through sharing their knowledge, experiences, and perceptions.

The community and peace officers can benefit from implementing their collaborative ideas and suggestions that result in reduced opportunities for criminal activity.

Educating and Learning from the Community

Opportunities for peace officers to educate and learn from community members can occur informally as well as formally. Any time an officer talks to an individual and useful information is exchanged, that officer is learning as well as serving in an educational role.

Other educational opportunities should involve officers participating in planned discussions, community activities, meeting with community service groups, or visiting local schools.

The following table identifies both formal and informal opportunities for learning from and educating community members regarding law enforcement and crime prevention:

Formal opportunities may include:	Informal opportunities may include:
• Speaking at community meetings • Visiting local schools • Teaching courses on the law and its implications at both the high school and college levels • Using the news media to disseminate timely information to both wide and specific audiences • Participating in collaborative meetings with two-way communication	• Initiating contacts and talking with individuals while on patrol • Being accessible and approachable whenever they are in the community • Talking to people who work and reside in the area • Using off-duty interactions as opportunities to educate

Each part of a community can provide peace officers with opportunities for learning from the community and providing educational services and programs.

Community Resources

By involving themselves in community activities, peace officers give community members the opportunity to see them as part of the community. ***Officers also see themselves as part of the community.***

The following table identifies available resources which provide opportunities to interact with community members:

Resource	Additional Information
Community Forums	Public meetings involving law enforcement personnel
Community Questionnaire	Designed to learn about community perception of service and identify problems most important to the members of the community
Community Advisory Groups	Having representatives from the community advise law enforcement regarding community concerns
Neighborhood/Business/ Apartment Watch Programs	Problem identification and information exchange between the community and law enforcement
Informational Presentations	Informing the public about local law enforcement departments/agencies, capabilities, and how the public can help
Property Management	Education/certification
Mass Media	Radio, television, newspapers, Internet
Collaboration and Problem-Solving Meetings	Meetings can be called by any party

Community Attitudes

Recognition of common community attitudes toward law enforcement and the origins of those attitudes can help peace officers understand how to further develop positive relationships with community members.

The following table describes common community expectations of peace officers, influences on community attitudes, and actions officers can take to promote positive relationships:

Members of the community expect:	Their attitudes may be influenced by:	Peace officers can promote a positive relationship by:
• Ethical behavior • Safety and security • Fairness and impartiality • Prompt and courteous services • Professional behavior • Technical competence • Input in the process • Improved quality of life	• Previous experience with law enforcement • Past and present law enforcement relations, with the community • Feelings of collective victimization (e.g. Serial rapist, kidnappings, child molester, hate crimes), exists • Level of fear • Apathy • Media coverage • T.V. shows/films	• Performing duties ethically • Getting to know community members • Demonstrating integrity • Promoting themselves in a positive light by getting involved in the community • Participating in or attending festivals, cultural celebrations, ethnic arts shows, or recitals • Encouraging community participation in law enforcement • Problem solving in partnership with the community • Knowing beat demographics

Government Expectations

All levels of government (federal, state, and local) hold certain expectations of peace officers. These expectations include, but are not limited to:

- Reducing and controlling crime
- Providing community service
- Enforcing the law
- Reducing or eliminating civil liability
- Problem-solving

Peace officers must be aware of the political issues that are important to the leaders of the community. Local leaders may have political objectives that can impact law enforcement activities.

Examples

A gang flourished at a local high school. The school board refused to allow police to interact with students on campus. The school board believed that a police presence would project a negative image about the safety of the campus and their ability to handle discipline. Officers collaborated with the school administration and convinced officials to allow them on the campus for drug education programs such as DARE or Students and the Law. The positive involvement of police officers with the students led to several tips which helped curtail gang activities. Officers successfully worked within political constraints to improve school safety and meet government and community expectations of law enforcement.

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. A group of local junior high school students congregate before and after school on a low wall just off school property. They verbally harass passing students, and smoke cigarettes, and some students have reported that drugs are being used in the area. The property is owned by the parents of one of the teens. They are unaware of the situation because it occurs while they are at work. Identify and describe at least one proactive response officers could take (or propose) to help the situation.

2. Officers were dispatched to a complaint of a loud party. While en route, their unit was diverted to respond to a DUI. Forty-five minutes elapsed before a second unit was able to arrive at the home of the person who made the complaint. The loud party was still going on and the neighbor was very agitated. Assume you are one of the officers who must now respond to this irate and frustrated person. How would you handle the situation? What would you say to the person who called in the complaint?

Activity Questions (Continued)

3. Assume you are the new patrol officer in the community. The previous officer who patrolled the neighborhood was viewed as being apathetic and lazy by members of the community. What specific actions would you take to improve community perceptions and maximize your ability to prevent crime, maintain order, and enforce the law? What obstacles might you face? How would your approach differ, if at all, if you were assigned to a neighborhood with a positive perception of law enforcement?

4. How do you think “beat knowledge” contributes to officers’ abilities to effectively perform each of their roles in the community? Explain how this knowledge helps officers:

   - Maintain order
   - Prevent crime
   - Educate and learn from the community
   - Enforce the law
   - Deliver service
   - Work with the community to solve problems

Activity Questions (Continued)

5. What is community policing? The evolution of policing? How can community policing benefit law enforcement?

Chapter 2
Community Partnerships

OVERVIEW

Learning Need

Peace officers need to understand that community partnerships provide opportunities to effect greater change than could be accomplished by any one group alone.

Learning Objective

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Define community partnerships	3.02.11
• Discuss the key elements for developing trust between community partners, including: - Truth - Respect - Understanding - Support - Teamwork	3.02.12
• Discuss the relationship of ethics to the badge of office	3.02.13
• Identify the essential partnering skills, including: - Leadership - Communication - Facilitation - Community mobilization	3.02.14
• Discuss leadership skills in community policing	3.02.16

After completing study of this chapter, the student will be able to:	Objective ID
• Define communication	3.02.17
• Recognize the components of a message in communications with others, including: - Content (words) - Voice characteristics - Nonverbal signals	3.02.18
• Recognize the potential effects of negative nonverbal signals	3.02.19
• Give examples of effective communication techniques for: - Active listening - Establishing effective lines of communication - Overcoming barriers to communication	3.02.20
• Discuss the communication techniques that can be used for obtaining voluntary compliance	3.02.21
• Define facilitation	3.02.22
• Discuss the components of the facilitation process, including: - Being familiar with the issues - Establishing meeting guidelines - Stating meeting purpose, scope, and need - Stating and clarifying objectives - Prioritizing competing problems and issues • Identifying potential solutions	3.02.23
• Apply facilitation techniques reflecting professional behavior, including: - Maintaining the focus on the issues and stimulating discussion - Displaying interest in the issues - Leading the group toward problem resolution - Helping participants learn from the problem-solving experience - Dealing calmly and respectfully with unexpected incidents • Maintaining objectivity	3.02.24

After completing study of this chapter, the student will be able to:	Objective ID
• Give examples of obstacles that officers may encounter when developing community partnerships	3.02.25
• Define community mobilization	3.02.26
• Discuss the elements of the community mobilization process, including - Getting people involved - Identifying community resources (skills) - Calling for action - Educating the public - Taking responsibility for public safety and quality of life • Sustaining effort	3.02.27
• Discuss community mobilization methods	3.02.28
• Discuss the benefits of maintaining a positive relationship with the news media	3.02.29
• Discuss the components of a community inventory, including: - Partners - Stakeholders • Community collaboration	3.02.30
• Define homeland security	3.02.31
• Identify the benefits of integrating community mobilization and homeland security	3.02.32

In This Chapter

This chapter focuses on the concepts of community partnerships. Refer to the following chart for specific topics.

Topic	See Page
Community Partnerships	2-6
Leadership	2-9
Communication	2-10
Facilitation	2-26
Community Mobilization	2-32
Homeland Security	2-35
Workbook Learning Activities	2-37

Introduction

Policing involves outreach that is designed to promote **community partnerships**. In this effort, officers and local resources work together to identify and solve common problems. The phrase, “The whole is greater than the sum of all its parts,” exemplifies the importance of developing trust between community partners.

Definition

Community partnerships are relationships comprised of two or more individuals, groups, or organizations working together to address an issue.

Community partnerships are any combination of, but not limited to, the following resources:

- Neighborhood residents
- Schools
- Businesses
- Faith based organizations
- News media
- Victim services organizations
- Health care providers
- Community service groups
- Law enforcement agencies
- City and county departments
- Government agencies

Developing Trust

Trust is vital to building long-lasting, innovative community partnerships capable of solving problems and improving the community’s quality of life.

The key elements of building trust are:

TRUTH - Open and honest communication among partners is essential. Be truthful about what you can and cannot do, what you want to accomplish and what you are willing to do as a partner.

RESPECT - Partners must become aware of each other's strengths. By mapping and engaging existing community assets and learning about your partners' gifts, talents, experiences or resources, you can better understand and respect each other. Show empathy to the importance of the community member on the issue involving the police.

UNDERSTANDING - It is vital to appreciate the diversity of each partner. Understanding issues from another person's perspective is valuable to building strong partnership bridges.

SUPPORT - Partners should develop specific roles and responsibilities, strategies, objectives, goals and action plans. Necessary support in the form of time, labor, money or materials is essential to the partnership's foundation.

TEAMWORK - Each partner can play a role in problem-solving efforts. Working together and celebrating success as a team is important to the long-term viability of the group.

Ethics and Badge of Office

Law enforcement is based on a standard of ethical conduct and is symbolized by a badge of office. This badge is a symbol of public trust. The character of the person behind the badge is more important than the authority the badge represents. Forming effective community partnerships is impossible without trust and integrity.

Essential Partnering Skills

It is critical that peace officers develop and use partnering skills. Partnering skills that are essential for partnership development are:

- Leadership
- Communication
- Facilitation
- Community mobilization

Introduction

Peace officers are expected to be leaders in the community. They are also expected to identify neighborhood problems. The success of problem-solving partnerships depends upon the leadership of officers.

Definition

Leadership is the practice of influencing people while using ethical values and goals to produce an intended change.

Ethical Leadership Skills in Community Policing

Leadership by peace officers may be the most important element for successful police-community partnerships. In a contemporary policing environment, officers with ethical leadership skills:

- Conduct themselves ethically
- Embrace change
- Think creatively
- Demonstrate decisiveness
- Promote trust
- Delegate authority
- Decentralize decision-making
- Take action
- Communicate well
- Share command
- Articulate a vision
- Demonstrate integrity
- Demonstrate commitment
- Demonstrate accountability

Introduction

The development of police-community partnerships requires officers to communicate effectively. Skillful communication is an important officer safety tool. Knowing and applying a variety of communication techniques enhances an officer's ability to successfully communicate with all segments of the community.

To perform competently, it is essential that peace officers develop effective communication skills.

Although a significant portion of an officer's job is based upon a body of knowledge (penal codes, regulations, case laws, vehicle codes, etc.), it is unrealistic to expect the public to understand all of the language associated with the officer's knowledge. Officers should avoid using "police jargon" when speaking with the public.

Definition

Communication is the sending and receiving of messages, both verbal and nonverbal, between two or more people.

Essential Elements of Communication

Communication involves four essential elements:

- Sender
- Receiver
- Message
- Circumstances under which the communication occurs

Communication Process

For communication to be effective, the message the sender gives should be the same message the receiver gets. In many instances some form of external or internal interference may alter the message that is received.

Good communication techniques are used to clarify issues and accurately exchange information.

Feedback is the receiver's response to the message. Feedback tells the sender whether the receiver has an accurate understanding of the message. Peace officers must train themselves to recognize feedback that can tell them how their messages are received.

Peace Officer Visibility

Policing is a highly visible profession which demands good communication skills. When officers communicate with members of the public, they represent:

- Their agency executive (e.g. chief, director, sheriff, commissioner)
- The government (e.g. city, county, state, and federal)
- The public interest
- Authority (i.e. laws, the Constitution, the Bill of Rights)
- The law enforcement profession as a whole

It is essential that information flowing *to and from* these various points be accurate and clearly received.

Message Components

The message that is communicated between a receiver and a sender is comprised of more than words. The total message communicated is comprised of the following components:

- Content (words)
- Voice characteristics
- Nonverbal signals

Content

Peace officers need to recognize that the content (words) they choose may account for only a small portion of the message they communicate.

Officers must choose words carefully to make sure their message is clear and precise. If receivers pick up even one mistake (perceived error or untruth) in the content, credibility is lost, and communication breaks down.

Officers also need to be aware that a person's words do not always reflect what the person really means. Words are not always identical to the meaning of the message being sent. Officers need to consider their words in the context of the situation.

Example: A burglary victim waited two hours for an officer to arrive. When the officer appeared at the door, the victim was angry and said, "Where have you been? What took you so long? My taxes pay your salary!" In this situation, the individual was really angry at the situation, but he vented that anger toward the officer. He was feeling personally violated, wanted help, and wanted his lost property back. It was important for the officer to respond to the real meaning of the man's message by placing the words in context, instead of reacting to the spoken words alone.

Voice Characteristics

Voice characteristics may account for a greater portion of the information sent in a message. The following table describes four primary voice characteristics that receivers evaluate when they decode a message:

Voice Characteristics	Description
Tone	Tone refers to the manner of speaking. It conveys the emotion or intention behind the words. • When a listener perceives a conflict between the content of the message and the speaker's tone of voice, the listener is likely to believe the speaker's tone of voice • Ninety percent of personnel complaints against peace officers occur because of improper use of tone. (Not "what" was said, but "how" it was said.) • An oppressive tone of voice discourages communication
Pace	• Pace is the speed at which a person speaks (i.e. fast or slow) • A change in pace can signal to the listener that something is about to happen (This is important for officers to remember not only when they speak, but also as they listen and evaluate others.)
Pitch	• Pitch refers to how high or low a person is speaking. It is also used to describe whether a voice is soft or loud • High pitch may indicate excitement or elevated emotions
Modulation	• Modulation refers to the rhythm in the voice. Rhythm is changed by varying which words are stressed in a sentence • Modifying the modulation or emphasis placed on different words in a message can completely change the message's meaning • An officer's professional conduct is determined, in part, by modulation

Example

The following example illustrates how modifying the modulation changes the meaning of a sentence. Read the following sentence aloud six times. Each time emphasize the bold, italicized word(s)***.***

"*I* never said you stole the money."
"I ***never*** said you stole the money."
"I never ***said*** you stole the money."
"I never said ***you*** stole the money."
"I never said you ***stole*** the money."
"I never said you stole ***the money***."

Nonverbal Signs

Nonverbal signals may account for the largest portion of the message being conveyed. If there is a conflict between a speaker's voice and a speaker's nonverbal signals, the listener is likely to give more weight to the nonverbal message.

Nonverbal actions include:

- Body language (e.g. failure to look a person in the eye)
- **Proxemics** (spatial relationship or positioning of the speaker relative to the listener)

Nonverbal Danger Signals

If an officer sees contradictions between a person's body language and what the person is saying, the officer should give more weight to the nonverbal message.

Officers should look for danger signals in a person's nonverbal action. These nonverbal danger signals include, but are not limited to, the following:

- Backing or turning away from the officer
- Poor eye contact
- Extreme hand motion or concealment

Negative Nonverbal Signals

Officers should be aware of their own nonverbal signals. Being conscious of the signals their bodies send can help officers better convey their intended messages to a victim, witness, suspect, or other members of the community. The effects of negative nonverbal signals or mannerisms may include:

- Making a poor impression
- Contradicting what an officer is saying verbally
- Potentially escalating situations
- Diminished credibility
- Inhibiting proper communication

The following table describes nonverbal signals that usually have a negative impact on the message receiver:

Signal Type	Examples
Gestures	• signaling “stop” with the hand • pointing at a person • glancing at a watch while someone else is talking
Facial Expressions	• rolling the eyes • sneering • frowning • poor eye contact
Physical Actions or Mannerisms	• clenching fists to the side (displays anger) • crossing arms across the chest • shrugging shoulders

Examples

1. Deputy Jones used an empathetic tone of voice while interviewing a rape victim, but he also glanced at his watch frequently while she was talking. Because of the officer's negative nonverbal signals, the victim began to feel that the officer was thinking about other things and did not really care about what had happened to her. The victim felt even more demeaned and stopped talking.

2. An officer verbally encouraged a witness to include any details she could remember regarding an armed robbery. As the woman spoke, one officer kept looking over to his partner and rolling his eyes when he thought the witness would not notice. The woman did notice and felt that the officer did not care about what she was saying and was making fun of her. Because of the officer's nonverbal signals, the witness completed her account abruptly and may have unintentionally left out important details.

Active Listening and Communication Techniques

Active listening is a critical part of effectively translating messages. Active listening involves the listener's deliberate and conscious concentration on what is being said. It also provides information to the sender that the message is being received.

Officers must recognize that before they try to send a message, they must first actively listen to the intended audience. This listening will allow the officer to read the audience and eliminate as much interference as possible in the message they send in return.

The following table presents four steps for active listening:

Step	Action
1	Be open and unbiased, and allow the person to speak
2	Hear literally what is said (don't cloud the message with interpretation at this point)
3	Interpret what is said
4	Provide an appropriate response (reflecting that the message was received)

Active listening is a way to hear precisely what is meant and responding in a manner that promotes mutual understanding. Some of the benefits of active listening are:

- Helping to avoid misunderstandings
- Allowing opportunities for people to open up
- Diffusing tension
- Increase police legitimacy

NOTE: Active listening also helps officers maintain their personal safety by becoming more aware of the people with whom they are interacting.

Active Listening and Communication Techniques (Continued)

Peace officers should project that they are active listeners. Use of certain techniques can help demonstrate to others that you are attentive and interested in accurately understanding the message.

Communication Technique	Description
Paraphrasing or Restating	• An officer puts the other person's meaning into the officer's own words. E.g.: (speaker) • "I can't figure her out. First she agrees, then she disagrees." (officer) "she confuses you." • To check your meaning restate basic facts. E.g.: (officer) "I believe I heard you say..." "let me be sure I understand you. You said..."
Summarizing	• Creates sense of decisiveness and authority • Can be used to reconnect communication that is interrupted • Restate what has been said accurately, briefly and clearly. E.g. "let me be certain i understand..."
Ask Questions/Clarify	• Recognize appropriate questioning strategies • Vary question with wrong interpretation to get speaker to explain, e.g. "did you say the person entered through a window..." "when did the incident happen?"

Active Listening and Communication Techniques (Continued)

Peace officers should project that they are active listeners. Use of certain techniques can help demonstrate to others that you are attentive and interested in accurately understanding the message.

Communication Technique	Description
Empathizing	• Project sincere, empathetic attitude by: - Treating the other person as the officer would want to be treated in the same circumstances - Developing a sense of what it might be like to see through the eyes of the other person and trying to construct a verbal way to relate to them - recognizing that people have a right to their own points of view • Encourage the speaker; use neutral words; don't agree or disagree. e.g.: would you tell me more about the person?"

NOTE: Empathizing does not imply agreement. It requires that officers understand the perspective of the person with whom they are communicating.

In addition to verbal techniques, use of effective non-verbal techniques is beneficial, i.e. good eye contact, appropriate silence and facial expressions.

Active Listening and Interpretation

Frequently, the most difficult step in active listening is the interpretation of the speaker's message. Peace officers must learn, through practice, to react to what people mean, not just what they say.

Example: A victim appeared to be angry and told the responding deputy, "What took you so long to get here?" Although the literal message is a question about response time, the victim's real meaning may be, "I'm afraid and I need your help!" A deputy practicing active listening would reassure the victim and help calm him or her, rather than becoming defensive.

Lines of Communication

For an officer to converse effectively, the lines of communication must be as clear of interference as possible. Officers can help keep lines of communication clear in many situations by:

- Conveying an attitude of self-confidence and professionalism
- Showing an understanding of the situation
- Demonstrating a caring attitude
- Being attentive to what is being said, and how it is being said
- Using language and vocabulary that are appropriate to the situation
- Being open to a different point-of-view

Community Barriers to Communication

Members of the community are unique in their heritage, beliefs, customs, gender, age, economic status, sexual orientation, lifestyle, and ethnicity. All of these factors combine to make communication challenging.

In general, officers can help break down communication barriers by:

- Always treating people in a professional manner regardless of their role or background (victim, suspect, homeless, immigration status, etc.)
- Responding promptly to any call
- Being courteous to all individuals contacted
- Avoiding pre-judging individuals
- Remembering not to underestimate people based on their appearance
- Maintaining self-control at all times
- Becoming familiar with cultural customs of different community groups

Communication Techniques for Obtaining Voluntary Compliance

A major goal of peace officers is to generate voluntary compliance without resorting to physical force. The following table identifies communication techniques and skills for obtaining voluntary compliance:

Action	Description	Example
Ask (Ethical Appeal)	• Give the subject an opportunity to voluntarily comply • Voice • Neutrality • Respect • Trustworthiness	A man is creating a disturbance in a bar after refusing to produce identification. He has been asked to leave by the bartender. He refuses to do so, and the police are summoned. When the officer arrives, she asks the subject, "*Will you please leave?*"
Set Context (Reasonable Appeal)	• Identify and explain the law, policy, or rationale that applies to the situation • Answer the subject's question "Why?" (Question may be implied rather than voiced) • Give the subject another opportunity to voluntarily comply	(Continuing the previous scenario) The subject responds to the officer's request by saying, "I ain't goin' nowhere!" The officer then says, "If you refuse to leave, you may be subject to arrest for ... I suggest you leave."

Communication Techniques for Obtaining Voluntary Compliance (Continued)

Action	Description	Example
Present Options (Personal Appeal)	• Explain possible options or courses of action which can be taken and their consequences for the subject • Give the subject another opportunity to voluntarily comply	(Continuing the previous scenario) The subject still refuses. The officer explains, "you are aware that if you are arrested you will be handcuffed, booked at jail, need to post bail, perhaps humiliation and embarrassment ..." Or, you can just leave and we both will be on our way. (The list of options can be expanded)
Act (Take appropriate action)	• Take appropriate action	(Continuing the previous scenario) If the subject still does not comply, the officer should use reasonable force to place the person under arrest.

NOTE: This table is also illustrated in LD 22: Vehicle Pullovers. It is shown here for the benefit of the students attending the Specialized Investigators Basic Course and the Requalification Course.

Use of Force

When verbal communication is not effective, peace officers must use the force option that is appropriate to gain control of the person(s) and the situation. The actions of the subject(s) and other relevant conditions or circumstances, will determine the type or amount of reasonable force that will be applied.

NOTE: Refer to LD 20: Use of Force/Deescalation, for additional details on force options.

Introduction

While a group of people may agree that a problem exists and needs to be resolved, there are many opinions on how that problem could be solved. Using good facilitation skills, an officer can bring these diverse opinions together in a way that everyone's concerns are heard and considered. It is an opportunity for an officer to exercise leadership and play an important role to guide the collaborative effort.

Facilitation is beneficial to help establish community partnerships because it helps the group stay focused and moves meetings toward resolution.

Definition

Facilitation is a consensus building process which brings together diverse priorities and perspectives toward a desired outcome. Facilitation requires recognizing group dynamics and using those dynamics to ensure everyone has an opportunity to provide input and be respected.

Facilitation Process Components

The facilitation process for meetings is comprised of several components that should be included in facilitating meetings:

- Being as familiar with issues
- Establishing meeting guidelines
- Stating meeting purpose, scope, and need
- Stating and clarify objectives
- Prioritizing competing problems and issues
- Identifying potential solutions

Facilitation Techniques

Applying facilitation techniques that reflect professional behavior can significantly enhance partnership-building and meeting productivity. Examples of these techniques include:

- Maintaining the focus on the issues and stimulating discussion
- Displaying interest in the issues
- Leading group toward problem resolution
- Helping participants learn from problem-solving experience
- Dealing calmly and professionally with unexpected incidents
- Identifying potential solutions
- Maintaining objectivity

Obstacles to Developing Community Partnerships

Officers may encounter obstacles which could impede the development of successful partnerships. Officers should be aware that these obstacles may include negative stereotypes of peace officers which may be held by the community.

Potential Obstacles	Problem Example	Possible Strategies
Internal	In response to several gang shootings, a watch commander announces a new enforcement-driven plan to target gang members.	Offer a suggestion to your supervisor to convene a gang summit facilitated by a local gang-intervention organization.
External	Cutbacks to services and programs provided by other city/county providers.	Communicate with city service representatives about changing service priorities.

Obstacles to Developing Community Partnerships (Continued)

Potential Obstacles	Problem Example	Possible Strategies
Not enough time for problem solving	Officers respond to an increased number of calls for service.	• Use resources and discretionary time effectively • Suggest implementing prearranged problem-solving time
Stereotypes	A group of officers request to be excused from a Neighborhood Watch meeting involving a very vocal and opinionated homeowners' group.	• Attend the meeting • Appreciate their involvement in Neighborhood Watch • Listen to their concerns and channel their concerns into a commitment to be part of the solution
"Us vs. Them" mentality	At a town hall meeting, several community members voice complaints about prolonged response times to recent emergency calls.	• Acknowledge concerns • Discuss current deployment • Educate the group about more effective reporting methods
Contemporary Issues in Policing	An officer is captured on video using force against a suspect which community members believe to be excessive	• Acknowledge concerns of the community without drawing conclusions about the event too early in favor of 1 party over another

Negative Stereotypes

Negative stereotypes of peace officers which may be held by the community can be obstacles to facilitating community partnerships

Common Negative Stereotypes of Peace Officers		
Peace officers:	**This stereotype may be reinforced by:**	**Officers can help counter stereotypes by:**
Are apathetic	• Insensitive actions • Lack of empathy	• Demonstrating empathy to the person's needs and concerns • Demonstrate interest in the community's problems
Are unethical and engage in unprofessional conduct	• Accepting gratuities • Abusing authority • Adhering to a code of silence • Unreasonable force • Corruption • Abusing publicly owned equipment	• Adhering to the law enforcement code of ethics/code of professional conduct • Holding themselves and peers to the highest standards of behavior • Using public vehicles for public business only
Are prejudiced	• Targeting certain groups • Applying different standards of enforcement or assistance for different groups in the community	• Treating all people in a respectful manner • Remaining impartial • Not allowing a bad experience on one call affect judgment on another

Negative Stereotypes (Continued)

Common Negative Stereotypes of Peace Officers		
Peace officers:	**This stereotype may be reinforced by:**	**Officers can help counter stereotypes by:**
Project a poor public image	• Presenting a poor physical image (e.g. Being overweight) • Wearing sloppy uniforms • Inappropriate demeanor or body language (e.g. Acting tough to intimidate others)	• Adopting a lifestyle conducive to lifelong fitness • Demonstrating pride in their personal appearance • Controlling their temper and emotions • Model ethical leadership
Are unable or unwilling to handle service calls	• Inadequately trained officers dealing with situations for which they are not prepared • Officer inability or unwillingness to apply trained job skills	• Responding promptly and courteously to all calls • Acknowledging their own limitations and calling for assistance when needed

Introduction

Community mobilization is effective for reducing calls for service and the incidence of crime. The value of community mobilization lies in addressing community concerns and solving problems. This skill becomes more important as officers serve increasingly diverse communities.

Definition

Community mobilization is a continual process of identifying, bringing together, and involving community members for crime prevention and problem-solving.

Elements

The mobilization process includes the following elements:

- Getting people involved
- Identifying community resources (skills)
- Calling for action
- Educating the public
- Taking responsibility for public safety and quality of life
- Sustaining effort

Mobilization Methods

Mobilization methods include, but are not limited to:

- The Internet
- Flyers
- Meetings
- Email alerts
- Events
- The media

News Media/Social Media

The news media and social media platforms are community partners and valuable resources to law enforcement. They are powerful tools for communicating information quickly throughout a community.

A positive relationship between the various media platforms, peace officers, and agencies can have several benefits for law enforcement. These benefits include:

- Aiding in crime prevention efforts/programs
- Aiding in investigations of missing persons
- Assisting in the apprehension of a suspect, e.g. Amber Alert
- Warning the public of potential danger, e.g. traffic issues
- Influencing public opinion
- Aiding recruitment efforts
- Promoting a positive image of law enforcement
- Improving communication between the department and the community

NOTE: Officers are responsible for being aware of and complying with all penal code and agency-specific policies and guidelines regarding procedures for releasing information to the media.

Community Inventory

A community inventory is a review of a community and its members. A community inventory's purpose is to identify community members and their:

- Skills and abilities
- Needs and characteristics

All available resources and creative strategies can be used to address community issues. A community inventory is a basic component of a problem-solving process within a community or beat area.

In community policing, a **partner** is an individual or group who may have a vested interest in the outcome of a problem and are referred to as **stakeholders**. The partner actively participates in the collaborative study, analysis, response, to, and evaluation of problems.

Community Inventory (Continued)

Stakeholders include, but are not limited to:

- Residents
- Business owners
- Local government officials

Members of a community can fulfill their responsibility as stakeholders and become involved in the public safety function.

Community collaboration is a strategy for identifying, addressing and preventing problems, and acknowledging accomplishments. It requires a commitment to work together to accomplish a common mission. This involves working with community members or stakeholders who:

- Have a vested interest in a problem
- Are willing to commit resources toward its solution

Introduction

The philosophy of community policing, with its tenets of prevention, problem solving, and partnerships, can be a highly effective resource in the context of homeland security. Proactive community mobilization can facilitate the prevention of, the preparedness for, and an effective response to acts of **terrorism**.

Terrorism

There is no single, universally accepted definition of terrorism. Terrorism is defined as "…the unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population or any segment thereof, in furtherance of political or social objectives." (28 Code of Federal Regulations Section 0.85)

Peace officers trained to recognize indicators of terrorist activity are able to proactively share information that will help safeguard communities and enhance homeland security efforts.

Homeland Security

Homeland security is a cooperative effort between communities and law enforcement to prevent, or respond to, terrorist acts.

It is a unified national effort to:

- Mobilize and organize our nation to secure the homeland
- Prevent terrorist attacks within the United States
- Reduce America's vulnerability to terrorism
- Minimize the damage and facilitate the recovery from attacks that do occur

Supporting Homeland Security

Officers should recognize that developing effective ways of integrating community mobilization and homeland security can benefit in:

- Improved communication
- Coordination of information flow
- Identification of potential terrorists
- Identification of potential terrorist targets
- Preventing or preempting terrorist acts
- Responding to terrorist acts
- Apprehending those who commit terrorist acts
- Information sharing (federal, state and local agencies, community members)
- Intelligence gathering

Community Volunteers

Community policing can help law enforcement prevent and respond to terrorist incidents by drawing on community contacts and citizen involvement.

NOTE: The use of citizen volunteers through the nationwide Citizen Corps, (i.e. Volunteers in Police Service (VIPS) and Community Emergency Response Team (CERT) is an example of how community members can be a valuable resource to partner with law enforcement to make communities safer. (www.citizencorps.gov) (www.policevolunteers.org) (www.training.fema.gov/EMIWeb/cert.)

Problem-Solving and Homeland Security

Enforcement of the law is a crucial responsibility of peace officers. In community policing, agencies focus not only on enforcement, but on collaborative problem-solving strategies to address the underlying conditions that contribute to crime and disorder. These strategies can support agencies in the objectives of securing the homeland.

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. How do you think a peace officer's basic communication skills might affect that officer's ability to gain voluntary compliance?

2. Reflect on a recent conversation you had with another. Assess your active listening skill. How could you improve? How do you think your ability to listen actively might affect your ability to respond to a victim of an assault? An agitated subject you have detained? An elderly person who is asking for directions?

Activity Questions (Continued)

3. Assume you are a deputy responding to a call regarding a dispute between two roommates. When you arrive, one roommate becomes angry that the other has called law enforcement officers over the argument. The individual begins to direct his anger, in the form of verbal abuse, toward you for interfering in what he perceives is a private matter. Describe how you could deal with the verbal abuse without escalating the situation.

4. You have been directed by your sergeant to attend a local neighborhood watch meeting with divergent views about the perceived lack of police presence to address vehicle speeding. You have been advised that the media may be present. What are some of the techniques you would employ to facilitate the meeting? How would you demonstrate leadership? Identify some of the potential resources that may contribute to community mobilization.

Activity Questions (Continued)

5. How can peace officers gather information to advance securing the homeland? Explain the importance of trust and the building of partnership to assist in preventing and responding to terrorism

Chapter 3
Problem Solving

OVERVIEW

Learning Need

Peace officers need to recognize that effective problem-solving is a process that identifies and addresses the underlying conditions of crime and disorder in the community.

Learning Objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Define the term “problem”	3.03.08
• Identify the elements of the crime triangle, including: - Victim - Offender - Location	3.03.09
• Discuss the Broken Windows Theory	3.03.10
• Define problem-solving	3.03.11
• Distinguish between Problem-Oriented Policing (POP) and Community Policing (CP)	3.03.12
• Define and discuss a problem-solving strategy	3.03.13
• Apply a problem-solving strategy	3.03.14
• Define crime prevention	3.03.15

After completing study of this chapter, the student will be able to:	Objective ID
• Identify crime prevention strategies	3.03.16
• Give examples of crime risk factors	3.03.17
• Identify methods for recognizing crime problems	3.03.18
• Define Crime Prevention Through Environmental Design (CPTED)	3.03.19
• Identify the principles of Crime Prevention Through Environmental Design (CPTED) - Natural surveillance - Access control - Territorial reinforcements - Image	3.03.20
• Discuss crime prevention programs within the community	3.03.21

In This Chapter

This chapter focuses on the concepts of problem-solving and crime prevention. Refer to the following chart for specific topics.

Topic	See Page
Problem-Solving	3-4
Crime Prevention	3-17
Workbook Learning Activities: Problem-Solving Exercise	3-24

Introduction

Problem-solving is a way of policing, rather than something that is done in addition to or apart from an officer's daily duties. Problem-solving is a core skill to the policing profession. Peace officers are expected to be problem solvers.

Definition

A problem is identified as:

- Two or more incidents that are
  - Similar in nature
  - Causing harm or are capable of causing harm
- With an expectation that the police will do something about it

A problem is a basic unit of police work. It may or may not be a crime. Examples of problems that may not be crimes are:

- Landscaping that obscure traffic control signs
- Large groups of students congregating in a local park after school

Generally, three elements are required to constitute a crime:

- A victim
- An offender
- A location

Crime Triangle

These three elements are commonly combined into a graphic that shows their relationship to one another. The graphic is sometimes referred to as the **crime triangle**, or problem analysis triangle. It is used to show the links between the three elements and a way of thinking about recurring problems.

Crime Triangle Elements

All three elements are required to complete a crime. If one side of the triangle is removed, the crime will not occur.

How are incidents related?

- Location
- Suspect or group of suspects
- Victim group or type
- Behavior or method
- Time
- Evidence

Broken Window Theory

The Broken Windows Theory, developed by James Q. Wilson and George Kelling, is a problem-solving theory based on the idea that one unchecked problem may lead to other problems.

Serious street crime flourishes in areas in which disorderly behavior goes unchecked. The unchecked panhandler for example, is the first broken window. Muggers believe they reduce their chances of being caught if they operate on streets that already show signs of neglect by the community. A thief may reason that it is less likely for someone to call the police because the neighborhood gives the appearance that no one cares about it anyway. By dealing with disorder, a reduction in crime often follows.

Examples of community “broken windows” are:

- Graffiti
- Illegal dumping
- Blighted property
- Drinking in public
- Prostitution

Definition

Problem-solving is a comprehensive planning process that attempts to attain long-term benefits through effectively:

- Identifying problems and priorities
- Collecting and analyzing information concerning the problem in a thorough, though not complicated, manner
- Developing or facilitating responses that are innovative, tailor-made with the best potential for eliminating or reducing the problem
- Evaluating the response to determine its effectiveness and modifying it as necessary

Problem-solving is an effective policing strategy to engage the community in addressing specific crimes and disorder. Following a structured process, will help officers become skilled in their problem-solving efforts.

Some of the more recognized problem solving models include: **SARA**, developed as a result of a problem-oriented policing project in Newport News, Virginia that has four steps or stages: Scanning, Analysis, Response, and Assessment, **CAPRA**, used by the Royal Canadian Mounted Police (RCMP) that focuses on Clients, Acquiring/Analyzing Information, Partnership, Response and Assessment of Action, and **SECURE**, developed by the Florida Department of Law Enforcement that focuses on Safety, Ethics, Community, Understanding, Response and Evaluation.

Problem-Oriented Policing (POP) and Community Policing (CP)

While the terms "**Problem-Oriented Policing" (POP)** and **"Community Policing" (CP)** have been used synonymously, the focus of each is different. POP is an approach to policing in which the focus is on a thorough analysis of problems within the police mandate, developing a prevention response. Implementation of a strategy and evaluation of the results, and collaboration with the community depends on the problem.

The focus of CP is an all-encompassing philosophy which includes problem-oriented policing and engages the community in the policing process. It is a practice that involves problem-solving, partnership and mobilization within the community to achieve objectives.

Steps for Problem-Solving Strategy

Of the available problem-solving models, one commonly used is the SARA model. Steps (stages) of the SARA model are:

- Scanning - identifying the problem(s)
- Analysis - collecting and examining information
- Response - developing and implementing solutions based on the analysis
- Assessment - evaluating the effectiveness of the strategy selected

The SARA model can be applied to a broad variety of crime or disorder situations and criminal investigations such as: street prostitution, vehicle collisions, robbery at automated teller machines, drug labs, graffiti, rave parties, false burglar alarms, check fraud, and gun violence against young offenders.

Steps for Problem-Solving Strategy (Continued)

All problem-solving models include, but are not limited to the following steps:

Step	Actions	Result
Scanning	• Develop a thorough problem statement. • Has the problem been prioritized? • Has community input been sought? • Does the problem need to be redefined?	• Problem correctly identified as vehicle burglaries occurring in the past month. • Stakeholders are identified as proprietors and customers of local businesses. • Competing problems (e.g. petty theft, vandalism, etc.) are prioritized.
Analysis	• Pose questions about the problem, including: • When and where (location) does the problem occur? • Who are the offenders? • Who are the victims? • What type of property was taken? • What type of car was burglarized? • Why was car burglarized? • • Ask as many questions about the problem as you can.	• Through analysis, it was determined that: • A majority of these crimes were occurring in one portion of the parking lot. • That a majority occurred during a three-hour period in the evening. • Property taken was mostly purses, wallets, cell phones, and other personal valuables left in the car. • Most victims belonged to a health club located in the mall. • The parking lot location was at one end and did not have adequate lighting.

Steps for Problem-Solving Strategy (Continued)

Step	Actions	Result
Response	• Brainstorm possible interventions. • Goals of the response plan. • Who can help in the response? • How will it be implemented? • Tailor solutions to specific causes of the problem. • Review findings about the three sides of the crime triangle (offender, victim, location).	• Work with health club owners to educate patrons about problem of leaving items in cars. • Work with mall owners to improve lighting. • Work with mall security for extra patrol of area. • Use volunteers to pass out prevention flyers on cars.
Assessment	• Determine means of measuring effectiveness of the response. • Evaluate success of the strategy. • Did the problem decline? • If so, was the response to the problem the reason for the decline? • Should any elements of the problem be referred to other resources? • Perform ongoing evaluation.	• Use crime analysis data to track crimes at that location. • Assessment of 30, 90, and 180 days. • Problem declines. • Incidents reduced. • Personal observations and perceptions. • Ongoing review and monitoring progress of response. • If strategy is ineffective, repeat the process (if possible).

Applying Problem-Solving Strategy

When applying a problem-solving strategy, the following factors should be considered in attaining the goal:

Factors:	
Specific	• Can the problem be defined clearly?
Measurable	• Will the harm from the problem be reduced? • Did the number of incidents decrease? • Is the action legal, within policy, and ethical? • What is the expected outcome?
Attainable	• Are small wins acceptable? • Can the problem be referred to another agency for successful reduction?
Realistic	• Can the problem be eliminated? • Can the problem be reduced? • If so, what harm will be caused by reducing the problem? • Or will efforts merely move the problem to a different location (displacement)?
Timely	• What is the realistic expectation of time for attainment of the solution? • Is the proposed solution really needed at this time?
Sustainable	• What resources are required to maintain ongoing resolution of the problem?

Problem-Based Learning (PBL)

Problem-Based Learning (PBL), originated for students in the field of medicine in the 1960's, and since adopted worldwide by universities, high schools, middle schools and elementary schools, has emerged as a teaching model for law enforcement training. PBL uses problem solving as the vehicle for learning by following a process of steps that consist of ideas, known facts, learning issues, action plan and evaluation.

In law enforcement training, students are presented with *real-life* problems that enhance acquisition of job knowledge, critical thinking, problem-solving and collaboration with the community.

An example of a problem may involve a "youth selling drugs in a park." The problem solver will follow the PBL steps listed below.

Ideas – List initial ideas for solving the problem (e.g. close the park, arrest the sellers, etc.). The problem solver will later revisit these ideas to determine their validity in light of new information he or she gains during the process.

Facts – List all of the known facts (e.g. the sales are not during school hours, the sellers are from out of the area, the buyers are from the area, etc.).

Learning Issues – The problem solver asks, *"What do I need to know to solve this problem?"* For example, the questions may include: Who is responsible for the park? What is the municipal ordinance regarding the park? What are the drug laws? What vehicle or walking routes do the dealers take to arrive at the park? Whom should I notify at the school? After conducting research, the problem solver revisits his or her initial ideas to determine which are still applicable.

Acting Plans – The problem solver develops an action plan to address learning issues.

Evaluation – The problem solver assesses the problem and either moves on or continues the problem-solving process by reassessing the problem starting again at Ideas.

The principles of PBL have been introduced into academies and post-academy field training in several locations worldwide. In California, some peace officers have been trained in PBL as well as the Police Training Program (PTP). The PTP is based on the national COPS model for field trainers known as the Police Training Officer (PTO).

SARA and PBL

SARA and PBL are both identified as problem-solving models that are relevant to law enforcement and can work together. SARA is focused externally on a specific problem and its resolution. PBL is focused internally on an officer's learning and analytical skills.

NOTE: For additional information on problem solving refer to the Supplemental Material located at the end of this workbook.

CAPRA

CAPRA Overview:

"C" = CLIENTS

- Understanding clients and their needs, gaining understanding of client perspective
- Responsive to all whom the peace officer interacts with. Prisoners, suspects, witnesses, and victims become clients in a community policing mode
- Peace officers have a responsibility and professional obligation to treat all clients with respect
- Where appropriate, clients should be involved in developing action plans, implementing the options, and assessing the results
- The better you understand the clients' perspectives, the more quickly and effectively you can meet their needs, demands, and expectations
- Dissipate potentially violent situations
- Resolve community problems
- Generate workable and sustainable prevention actions
- Mobilize community

Direct clients include individual community members, community groups/interest groups.

Indirect clients may never interact with peace officers directly or personally, but represent the public interest (i.e. taxpayers, public, organizations, agencies and government departments).

CAPRA (Continued)

“A” = ACQUIRE AND ANALYZE INFORMATION

- Gather accurate information
- Law, policy, and procedure
- Risk assessment
- Research
- Evidence
- Generate potential solutions

“P” = PARTNERSHIPS

- Anyone who, at any time within the process of problem-solving, contributes to the finding of a solution with the agency is a partner
- In order to identify priorities, define problems, and respond effectively, a peace officer must establish and maintain partnerships with clients and other members of the agency. The peace officer should establish contingency plans to respond better to different kinds of incidents. Clients should be partners in establishing safe homes and communities
- As a peace officer you should know who the resources are in your community (i.e. doctors, hospitals, social service providers)
- A peace officer should be looking for resources or ways to develop them
- There are partners in the agency that can aid (i.e. specialized units; K-9, air support, peace officers with expertise in different types of investigations)
- Partnerships should be drawn on to expedite the delivery of quality service
- The appropriate use of partners will free up peace officers’ time to better assist more people
- Partnerships are essential to all agency response; these partners should be relied on not only to assist with follow-up and support but with advice on how to proceed with the investigation when appropriate
- One of peace officers most important daily duties is to establish and maintain trusted partners in the communities
- The specific incident should dictate who partners are and at what point(s) their assistance should be enlisted
- Partnerships can come into play in both reactive and proactive policing

CAPRA (Continued)

“R” = RESPONSE

Four major types of response strategies that the peace officer is expected to provide are:

- Service: Assisting the public and referring them to appropriate partners
- Protection: Public and officer safety, protecting the public, victims and those affected by their victimization, in partnership with community agencies and experts
- Enforcement and Alternative: Enforcement will always be an important part of policing
- In some situations, it is in the public’s best interest, in the pursuit of justice, to enforce the law by arresting and prosecuting the offender to hold them accountable
- Prevention: Situation/Community; preventing incidents (crimes, accidents or problems) from occurring or escalating through intervention, proactive problem solving and education
- Enforcement does not always deter people from breaking the law and does not address why the law was broken in the first place
- Applications of response strategies to solve problems
- Some problems, such as general fear of crime or neighborhood disputes, do not lend themselves easily to enforcement
- Peace officers must look more closely at the situation factors contributing to the problem in order to deal more effectively with crime

CAPRA (Continued)

“A” = ASSESSMENT

- In order to continuously improve and control our future, we must continuously assess our own performance
- In order to improve the quality of our service, we must monitor incidents and detect patterns within partnerships with our clients to solve problems and prevent similar situations from recurring
- In the assessment stage, ask the following questions:
  - How could I have handled that better?
  - What should I do differently next time?
  - Did I consult victims and other community members who were affected by the problems?
  - Did I examine trends?
- Assessment
- Self-assessment
- Continuously improving and learning

Introduction

Peace officers need to recognize that effective problem-solving is a process that identifies and addresses the underlying causes of crime and disorder in the community.

Definition

Crime prevention is the anticipation, recognition, and appraisal of a crime risk, coupled with specific actions which can be taken to remove or reduce that risk.

Crime Prevention Strategies

Common crime prevention strategies that can help peace officers reduce or prevent crime in a community include:

- Anticipating criminal activity
- Recognizing crime risks
- Identifying crime problems
- Taking specific actions to remove or reduce the opportunity for criminal activity

Determining Target Areas

A thorough knowledge of (1) the area of assignment and (2) available resources is necessary to be able to respond to locations where problems are likely to occur.

NOTE: Your agency's crime analysis unit may be able to provide information on day-of-week and time-of-day patterns of criminal activity, suspect and victim profiles, parolee information, field interview patterns and calls-for-service patterns just to name some of the information that can help an officer make an informed decision on where to patrol, and what suspect activity to look for.

Recognizing Crime Risks

Peace officers must recognize the areas and conditions in their communities that may pose a higher risk for criminal activity. The following table identifies possible risk factors that can make specific portions of the community more vulnerable to crime:

Vulnerable Area or Group	Examples of Risk Factors that contribute to increased crime
Commercial Establishments	• 24-hour businesses • Alcoholic beverage sales points • Automatic Teller Machines (ATMs) • Malls or shopping areas
Residences	• Apartment complexes • Convalescent hospitals • Group homes • High-risk residences (e.g. isolated neighborhoods)
Vehicles and Vessels	• Rental car lots and car dealerships • Construction equipment • Marinas • Mass transit systems
Individuals	• Women (purse snatching) • Elderly • Children • Disabled • Tourists or strangers to the area

Recognizing Crime Problems

Recognizing risk factors can help officers predict where conditions are favorable for crime to occur. Tracking past or present crime in a community allows officers to focus on where it may be most likely to occur. Identifying crime problems involves recognizing and tracking existing patterns or incidents of crime in a community.

Methods for recognizing crime problems include:

- Exchanging information with officers on other shifts
- Exchanging information with officers from other departments
- Using crime analysis information
- Interacting with members of the community

Reducing Criminal Opportunities

Peace officers should work to prevent crime by removing or reducing the criminal opportunities. This means taking proactive steps to make conditions unfavorable for crime to occur. General types of proactive steps are shown in the table below. Officers will discover others as they recognize risks and identify crime problems in their communities.

Reducing Criminal Opportunities (Continued)

Vulnerable Area or Group	Examples of Risk Factors that contribute to increased crime
Enhancing Premises Security	• Reduce darkened areas that may offer hiding places • Reduce ability of unauthorized individuals to gain access • Make loitering an unattractive or uncomfortable option
Directed Patrol or Specific Enforcement	• Establish high officer presence in potential trouble spots • Use high visibility (familiarity) to encourage officer-community member interaction • This is temporary until a permanent solution is developed
Conducting Public Education and Building Community Partnerships	• Enhance the community's ability to assist law enforcement • Train community members to better protect themselves • Gather community member input on potential problems or concerns

NOTE: A peace officer's role in enhancing security will generally be to conduct security surveys and make recommendations. Implementation is up to property owners or managers.

An effective strategy for an officer to use to enhance premises security is Crime Prevention Through Environmental Design (CPTED).

Crime Prevention Through Environmental Design (CPTED)

Crime Prevention Through Environmental Design (CPTED) is a scientific approach that seeks to change environmental conditions to make a location more crime resistant.

CPTED is based on the premise that the proper design and effective use of the built environment can lead to a reduction in the opportunity for crime and the fear of crime and improve the quality of life.

The following table explains the principles and gives examples for each:

CPTED Principle	Purpose	Examples
Natural Surveillance	Increases visibility. Natural surveillance utilizes design features to increase the visibility of a property or building. A potential criminal is less likely to attempt a crime if they are at risk of being seen.	• Window positioning - toward outside activity areas • Landscaping - proper trimming and placement of trees and shrubs • Good lighting
Access Control	Restricts access and decreases opportunities for criminal activity by denying criminals access to potential targets.	• Fences and gates • Common entrance ways to reduce the number of access points • Locks and alarms
Territorial Reinforcement	Distinguishes between public and private areas. Sends a message of “ownership” to would-be offenders.	• Change in landscaping • Curbs, low walls, outdoor planters • Decorative gateways
Image	A well-maintained home, building, or property demonstrates that someone cares and is watching.	• Well-maintained lawn and area • Elimination of any graffiti or broken windows on commercial buildings

CPTED Elements

CPTED is comprised of two levels:

- Level One: Modifying the physical environment so that residents have the opportunity to take ownership of their own “territory.” Territory refers to their own sphere of influence, persons, property or items within their control.
- Level Two: Developing strategies to build and enhance social cohesion so residents can maintain, over the long-term, their sense of responsibility and ownership over their own territory.

CPTED Principles

CPTED is based on the following principles:

- Natural surveillance
- Access control
- Territorial reinforcement
- Image

Crime Prevention Programs

Peace officers can help to prevent crime by instituting, sponsoring, or assisting with crime prevention programs within the community.

Participating in crime prevention programs not only helps to convey important information to community members, but also allows them to see and interact with officers in a positive atmosphere.

Crime Prevention Programs (Continued)

Some common examples of crime prevention programs include, but are not limited to, the following:

- Community “watch” and “alert” programs
- Operation Identification (property identification)
- Child identification and fingerprinting
- Drug and alcohol prevention education
- Family violence prevention
- Gang awareness prevention
- High tech crime programs
- Internet safety for adults and children
- Hate crime prevention
- Safe schools planning and development
- Elder abuse prevention and senior safety

Introduction

Problem-solving is an integral part of Community Policing. To be effective, peace officers must know and apply the steps or stages of a problem-solving model.

Prerequisites

Students should have completed Learning Domain 3 and understand the fundamentals of Community Policing, partnerships and a problem-solving model.

Learning Goals

Students shall:

- apply problem-solving strategies to a given scenario
- demonstrate ability to build partnerships with community members
- demonstrate knowledge of the fundamentals of community policing

Scenario

During the past two weeks there have been four robberies in the downtown district. Each robbery occurred between 1800 and 2000 hours. In each robbery the victim was a clerk in a liquor store located off Main Street.

The suspect is a white male adult wearing a ski mask. He brandished a blue steel handgun and demanded that the clerk hand over the large bills.

Activity

Working in groups of six to ten students, apply the steps of a problem-solving strategy to perform the following:

- From what you already know, what do you think is causing the problem?
- What additional information do you need to solve this problem?
- Where will you get that information?
- Make a list of ten questions you would ask and identify potential sources for the answers to those questions.
- Present your conclusions and questions to the class.

Additional information:

After each group's presentations, the instructor will provide additional information for the scenario, based on the questions developed by the groups.

Returning to your assigned group, work through the following items:

- Based on the additional information, develop three potential responses to the problem in the scenario.
- Identify strategies to assess your primary response.
- Be prepared to share with the class your responses and strategies.

Debriefing/Assessment

The instructor will conduct a debriefing with the students. The following concepts should be discussed:

- Review the steps of a problem-solving model
- Explain the importance of specifically identifying the problem
- Point out the importance of a good analysis because it makes
  - developing a response much easier and
  - the responses more effective
- Emphasize
  - that responses may be traditional and/or non-traditional
  - the importance of each
- Stress the importance of planning for assessment to gauge the effectiveness of the responses

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. For the past year, a neighborhood park has been the location of numerous calls for service to the police department from nearby residents. Neighbors complain about juveniles drinking alcoholic beverages, being loud, vandalizing park equipment and littering.

   Using a Problem-Solving Model, what additional information do you need to obtain for the scanning and analysis stages? What would your actions be for response and assessment?

2. Explain and give examples for each side of the Crime Triangle.

Activity Questions (Continued)

3. For the past two months you have responded to the same freeway location at least twice a week to investigate traffic collision incidents. On each occasion the involved parties have indicated that they were distracted by the road repair equipment and personnel working along the shoulder. They indicated that the distraction diverted their attention, causing them to hit the other vehicle(s) from behind. Using a problem-solving strategy, explain the steps you will take to address these incidents.

4. What advantages do you think that community policing and problem-oriented policing offer to peace officers? To members of the community? Is the interaction of community policing and problem-oriented policing beneficial? How?

Activity Questions (Continued)

5. The new owners of a suburban home ask peace officers to conduct a security survey and let them know what actions they can take to make their new home as safe as possible. One key concern they have is that their property is currently unfenced and adjoins a wooded portion of a local public park. They anticipate landscaping their lot, which currently has only a large oak tree in the front yard and five-foot-tall privacy hedge across the front to help isolate them from passers-by on the street. They currently have a front porch light which features a photocell to turn it on at dusk. They also have a backyard light that can be turned on with a switch located beside their patio door. Which aspects of the premises would you evaluate as part of your security survey? What actions would you recommend based on the current information? How would the principles of CPTED apply? Crime risk factors? Explain.

Activity Questions (Continued)

A community member calls their local law enforcement agency and asks for assistance in deterring crime at their property.

As the responding officer, how would you use CPTED to help deter criminal activity at the residence?

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Chapter 4
Principle Policing

OVERVIEW

Learning Need

Peace officers should recognize how principled policing contributes to legitimacy and benefits the officer, agency, and community.

Learning Objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Define principled policing	03.04.01
• Discuss principled policing, to include: - Implicit and explicit bias - Procedural justice - Legitimacy - Historical events	03.04.02
• Identify the four tenets of procedural justice - Voice - Neutrality - Respect - Trustworthiness	03.04.03

After completing study of this chapter, the student will be able to:	Objective ID
• Discuss the potential benefits of procedural justice for law enforcement and the community, including: - Improved safety - Reduced stress - Fewer complaints - Increased cooperation - Improved community relations - Reduced crime	03.04.04
• Discuss the application of procedural justice to the law enforcement mission	03.04.05

In This Chapter

This chapter focuses on concepts of community policing and peace officer responsibilities. Refer to the following chart for specific topics.

Topic	See Page
Principled Policing	4-4
Workbook Learning Activities	4-9

Introduction

Principled policing teaches policing approaches that emphasize respect, listening, neutrality, and trust while addressing common biases that can be barriers to these approaches.

Definition

Principled policing is the integration of procedural justice, legitimacy, implicit bias, and historical events.

Essential Components

Essential components of principled policing are:

Implicit Bias	Unconscious thoughts and feelings about people that may influence actions.
Explicit Bias	Conscious thoughts and feelings that influence perceptions, decisions, and actions.
Cultural Competency	The ability to understand, appreciate, and interact with persons from cultures and/or belief systems other than one's own. An ability to recover from inevitable cultural collisions, Inclusive decision-making, advanced knowledge about cross-cultural differences, cross-cultural communications skills, diversity management skills, inclusive beliefs and values, awareness of personal biases and stereotypes, leadership commitment, emotional intelligence.
Procedural justice	Treating people fairly, with dignity and respect.

Essential Components (Continued)

Legitimacy	The public view of law enforcement as permitted to exercise authority to maintain social order and resolve problems. Legitimacy is enhanced through procedural justice.
Historical events	Incidents/occurrences that impact the goal of a safer community and improved relationships with the public.

Cultural Competency

Cultural competency is a continuous learning process that includes addressing and understanding implicit and explicit bias.

Cultural competency is a set of demonstrable characteristics and skills, that enable and improve an officer's ability to understand, communicate, and effectively interact with people across cultures; in addition to improving job efficiency and performance.

Cultural competency encompasses four components:

- Awareness of one's own cultural worldview
- Attitude towards cultural differences
- Knowledge of different cultural practices and worldviews
- Cross-cultural skills.

Cultural competence improves interactions with people of various cultures and can enhance community trust, improve both officer and community safety, and reduce confrontation.

Culturally competent peace officers have enhanced communication skills of active listening, empathy, effective engagement and better understand the needs of people in delivery of public service.

For additional information on cultural diversity/discrimination, refer to LD 42.

Legitimacy

Legitimacy refers to feelings of obligation to obey the law and to defer to the decisions made by legal authorities.

Procedural Justice: Tenets

The four tenets of procedural justice are:

Voice	People want to be heard and understood
Neutrality	Unbiased decision-making
Respect	Treating people with dignity
Trustworthiness	Consistently demonstrate professionalism

The four tenets of procedural justice are important components in building legitimacy across cultures. Legitimacy reflects an increased belief among the public that they will be treated fairly and respectfully by law enforcement.

Other Types of Justice

Distinct from procedural justice are three other types of justice:

Distributive justice, is also known as economic justice, is about fairness in what people receive, from goods to attention. Equality is a fundamental principle. If people do not think that they are getting their fair share of something, they will seek first to gain what they believe they deserve.

Restorative justice focuses on the rehabilitation of the offender, victim healing and reparation of those harmed. The first thing that the betrayed person may seek from the betrayer is some form of restitution or putting things back as they originally existed. The process may include acts of contrition, to demonstrate that one is truly sorry. This may include actions up to and including extra payment to the offended party. Restorative justice is also known as corrective justice.

Other Types of Justice (Continued)

Retributive justice works on the principle of punishment. While the intent may be to dissuade the perpetrator or others from future wrongdoing, the process of punishment is focused on the satisfaction of victims, and those who care about them. This strays into the realm of revenge, which can be many times more severe than reparation as the hurt party seeks to make the other person suffer in return. Retribution is typically defined emotionally rather that with intent for fairness or prevention.

Procedural Justice: Benefits

Potential benefits of procedural justice for law enforcement and the community include:

- Improved safety
  - Officer safety
  - Community safety
- Reduced stress
  - Officers
  - Stakeholders
- Fewer complaints
  - Individual
  - Departmental
- Increased cooperation
  - Victims
  - Suspects
  - Witnesses
- Improved community relations
  - Local
  - National
  - Dignity and respect
- Reduced crime
  - Quality of life
  - Community empowerment
  - Greater satisfaction with services
  - Reduced fear of crime

Procedural Justice: Application

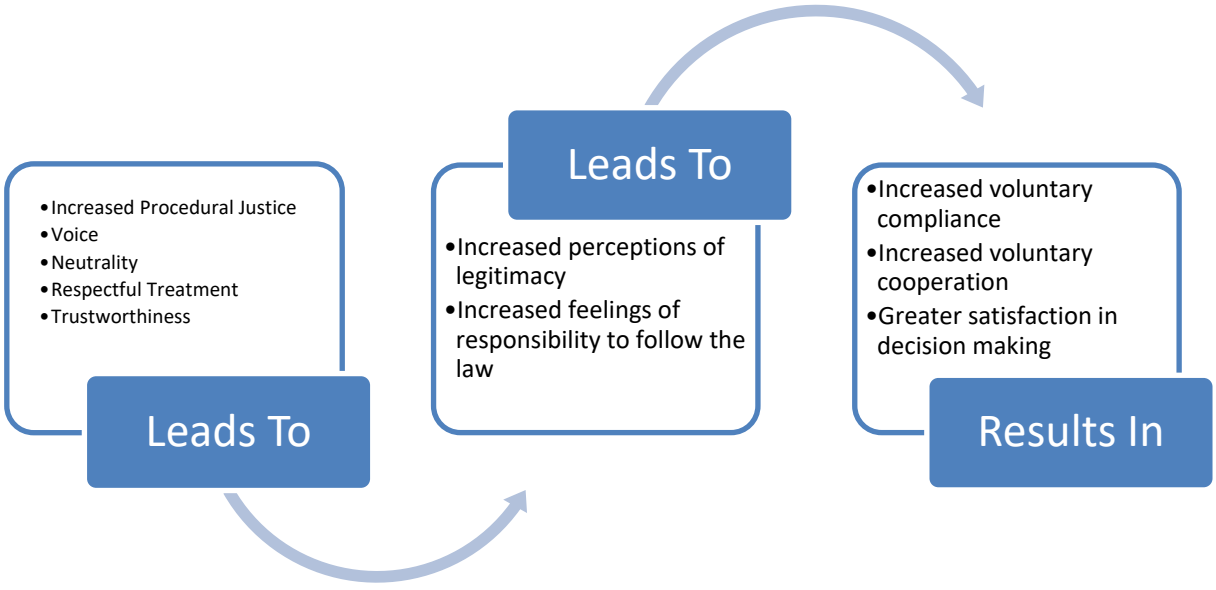
Application of procedural justice to the law enforcement mission includes, but is not limited to:

- Process vs. outcome
  - If the process is perceived as fair, the outcome is usually better tolerated
- Mitigate challenges/stresses of police work
- Use of authority and power to uphold what is constitutional, fair, and ethical
- Greater legitimacy improves voluntary compliance and cooperation
- Use of discretion
  - Enforcement vs. other alternatives (e.g. advisement, warning, references/referrals, resources)

Mission can vary from agency to agency and call to call - community caretaking, engagement, deterrence (specific and general), punishment.

The public generally sees our criminal justice system, with its set of laws, as legitimate authority because the laws were created under our agreed upon framework – democratic representation, Constitution, etc.

The application of procedural justice is to ensure that law enforcement is seen as legitimate to exercising the power to complete their mission, whatever that mission is at the time. The belief is people are more likely to obey the law when peace officers act in procedurally justice ways.



Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. You're on patrol and observe a vehicle exceeding the speed limit. You activate your red light for an enforcement stop. They do not pull over and make their way to the hospital approximately one mile away. Upon arrival at the hospital, you contact the driver who indicates they are there because they were advised by hospital staff that a family member is critically injured. How would you use the tenets to guide your decision-making in this situation?

2. In the above scenario, the driver is a well-known ranking member of a local street gang. How would you use the tenets to guide your decision-making in this situation? What may be the actions of a culturally competent officer?

Activity Questions (Continued)

3. In the past, how has explicit or implicit bias affected your decision-making? Give examples.

4. Share experiences you have had with various cultures within your community.

Chapter 5
Historical and Current Events

OVERVIEW

Learning Need

Peace officers should recognize how historical and current events connect the past with the present, and how these events can shape the perspectives of individuals, law enforcement and communities.

Learning Objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Discuss the impact of historical and current events and how they affect community perspectives - Provides context to the current day - Affords individuals and cultures with a sense of identity - Past history lives in people - Acknowledgement and acceptance of history without blame - Aids in understanding the mindset of some communities - Assists in defining how best to comport oneself when approaching others	03.05.01
• Discuss the concept of a community “bank account” (perspective) and its: - Deposits - Withdrawals	03.05.02

After completing study of this chapter, the student will be able to:	Objective ID
• Discuss cynicism and its impact on law enforcement and the community, to include: - Community cynicism - Distrust of officers - Distrust of the justice system - Peace officer cynicism - Internal - External	03.05.03

In this chapter

This chapter focuses on concepts of community policing and peace officer responsibilities. Refer to the following chart for specific topics.

Topic	See Page
Historical and Current Events	5-3
Community “Bank Account”	5-7
Cynicism	5-8
Workbook Learning Activities	5-9

Community and Individual Perspectives

Memories and perspectives live in individuals and communities, and at times are also passed down from generation to generation. Similarly, one must recognize that law enforcement professionals are praised and welcomed by the community for their service and sacrifice.

Early policing in the United States was based on the British model, which incorporated volunteers and non-volunteers to serve as watchmen, constables, and sheriffs. These roles date as far back as the ninth century.

In the United States in the 1700s and 1800s, the policing model included watch patrols, constables, sheriffs, and slave patrols. Watch patrols maintained general order and raised alarm bells to crime. Constables were responsible for health and sanitation, as well as for the transportation of persons to and from court. The sheriff was customarily appointed by a governor to serve as the primary law enforcement official for a specific region. Slave patrols consisted of volunteers who captured and returned escaped slaves, and employed discipline, including physical punishment, upon those enslaved.

Eras

The first police departments were formed in the mid-1800s in the cities of Boston, New York, and Philadelphia. Since the creation of formal police departments, policing has broadly been recognized as falling into one of the following three eras:

- **Political Era (1830s – 1930s)**
  - Policing was controlled by politicians and practices were focused on protecting the politically powerful. Politicians hired their supporters as law enforcement officers.
- **Reform Era (1930s – 1970s)**
  - Modernization of police practices were instituted to reduce crime. Law enforcement administrators employed strategies and technologies to reduce crime and maintain order.
- **Community Policing Era (1970s – Present)**
  - The modernization of policing continued throughout this era. Hiring and training standards were raised, and specialized units were formed to prevent and solve crime. Emphasis was placed on removing politics from the law enforcement profession. Peace officers became viewed as public servants.

Policing in the United States

Policing in the United States has been constantly evolving and improving. Regardless of the incremental progress which has been made, historical and current events affect community and individual perspectives to this day.

- At times in history, peace officers were directed by law to enforce laws which suppressed civil rights, disempowered people, or were objectionable to certain groups. At dark times in policing, law enforcement, on its own initiative, took wrongful actions which affected peoples' civil rights and disenfranchised certain segments of the American populace.
- Historical actions by law enforcement, regardless of how long ago they occurred, or whether they were considered lawful at that time, may influence the perception of individuals and communities today. The impact, although at times distant, can be long-lasting. Views and beliefs, positive or negative, may carry forward for generations. Law enforcement professionals should be cognizant of this as they interact with the community.
- Acknowledge the impact of the racialized legacy of policing on present-day policing practices and policy. Below are a few examples of how laws and law enforcement were used as tools to deprive individuals of civil liberties:

Fugitive Slave Act

This federal law passed by the U.S. Congress in 1850, required that all escaped slaves be captured and returned to their enslaver. Prior to enactment of this law, as early as 1704 in South Carolina, slave patrols made up of armed men rounded up and brutalized escaped slaves. Although law enforcement officers did not formally exist at this time in history, some believe that slave patrols formed the foundation for policing in the U.S.

Jim Crow Laws, Segregation, and Voting Rights

In 1865, the Thirteenth Amendment to the Constitution abolished slavery. Immediately after ratification of the Thirteenth Amendment, state and local laws in Southern States were enacted to marginalize and segregate African Americans. As a result, African Americans were, among other things, suppressed from voting or sitting on juries, holding specific jobs, or attending certain schools. Those who violated Jim Crow laws faced arrest, violence, and jail sentences. Some states enforced Jim Crow laws until as late as 1965.

Redlining

The practice of redlining came on the heels of segregation and was instituted by business institutions to identify neighborhoods and communities deemed to be financially hazardous or at risk. These communities consisted primarily of minority and low-income persons. Redlining resulted in communities being restricted from investment opportunities for such things as infrastructure and education. Individuals residing in these neighborhoods paid significantly higher credit rates and at times were even unable to access property insurance. Redlining led to further separation and mistreatment of minority groups. As a result, minority groups generally lived in communities with less services and suffered from higher crime rates. Police practices in predominantly higher income White communities resulted in reactive service-oriented policing. Police practices in redlined communities focused on crime reduction utilizing more aggressive tactics than in other neighborhoods. The end result was the furtherance of segregation and distrust of law enforcement by persons who felt they were being unjustly targeted.

Internment of Japanese Americans

Subsequent to the attack on Pearl Harbor and World War II, in 1942 President Franklin D. Roosevelt issued an Executive Order directing that persons with Japanese lineage be held in what many have called concentration camps. As a result, more than 100,000 Japanese Americans were detained in camps for large parts of the war, many of them losing their property and life savings in the process. California was the most aggressive state in defining Japanese lineage as 1/16 or more. Several camp facilities were maintained in California, including two “Relocation Centers,” two “Temporary Camps,” and thirteen “Assembly Centers.” After voluntary transfer to the camps failed, the U.S. Wartime Civil Control Administration coordinated the forced the detention and transfer of Japanese Americans to the camps utilizing the military and law enforcement.

LGBT Rights

Laws criminalizing sexual activity between same-sex partners were commonplace until the 1960s. In 1962, Illinois became the first state to repeal sodomy laws. In 2003, the U.S. Supreme Court ruled in the landmark case Lawrence vs. Texas that criminal punishment for non-procreative sexual activity was unconstitutional. Prior to these rulings, LGBT people, among other things, were restricted from entering certain professions. Many law enforcement agencies were not immune and restricted openly LGBT persons from being hired. Historically, local gay establishments were targeted for enforcement by law enforcement. In 1969, the New York Police Department raided the Stonewall Inn, a known local gay bar, and fights broke out between the patrons and the police officers, in what has now become known as the “Stonewall Riots” or “Stonewall Uprising.” The law enforcement actions at the Stonewall Inn are still fresh in the minds of some LGBT persons, many of which still refuse to allow police officers to march in uniform at Gay Pride events.

Community Bank Account

A community “bank account” (perspective) contains **deposits** and **withdrawals**.

- Deposits (law enforcement actions that leave a favorable or positive impression on the community)
  - Every contact is an opportunity to increase legitimacy through courtesy, empathy, and honesty.
- Withdrawals (law enforcement actions that leave an unfavorable or negative impression on the community)

Withdrawals occur when betraying trust, showing communities discourtesy, disrespect, and unfair treatment, and demonstrating other unethical conduct.

NOTE: **Overdrawn Accounts** – is the practice of overestimating the amount of accumulative confidence and trust deposited in the police legitimacy account.

Cynicism

Cynicism impacts law enforcement and the community. Cynicism refers to a frame of mind, attitude or behavior which fundamentally involves interpreting experiences antagonistically, distrustfully or negatively.

- Community cynicism
  - Distrust of officers
  - Distrust of the justice system
- Peace officer cynicism
  - Organizational culture
  - Individual bias toward segments of the community

Skepticism refers to a frame of mind, attitude or behavior which involves curiously challenging, disputing or questioning accepted facts and opinions.

Skepticism is generally considered as a positive quality whereas, cynicism is fundamentally considered as a negative characteristic.

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. How does law enforcement make deposits within the community?

2. How does law enforcement make withdrawals within your community?

3. Utilizing one of the four tenets, how would you, as a law enforcement officer, make deposits within your community?

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Chapter 6
Implicit Bias

OVERVIEW

Learning Need

Peace officers should recognize the existence of implicit bias and how it can influence decision-making and procedural justice.

Learning Objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Discuss implicit bias, to include: - Definition - Sources ▪ Historical and current events ▪ Family ▪ Individual experiences ▪ Media ○ Social ○ Broadcast ○ Print ○ Internet ▪ Community	03.06.01
• Distinguish between implicit and explicit bias.	03.06.02
• Discuss how implicit bias may influence decision-making and procedural justice.	03.06.03

In This Chapter

This chapter focuses on concepts of community policing and peace officer responsibilities. Refer to the following chart for specific topics.

Topic	See Page
Implicit Bias	6-2
Workbook Learning Activities	6-5

Definition

Unconscious thoughts and feelings that may influence an individual's perceptions, decisions, and actions.

Sources

- Historical and current events
- Family
- Individual experiences
- Media
  - Social
  - Broadcast
  - Print
  - Internet
- Community

Influence on Decision-Making

Implicit bias may influence behaviors and decisions that affect interactions between law enforcement and the community.

- Evidence-based research confirms the existence and application of implicit bias.
  - Behavior patterns
  - Agency protocols
- Interactions and outcomes
  - Positive
  - Negative
- Implicit bias is activated involuntarily without individual awareness or intentional control. This automatic association can influence behavior and cause peace officers to respond in biased ways despite a belief they are not explicitly biased.

Implicit vs Explicit Bias

Biases exist in all human beings. There are two types of biases: Implicit and Explicit. The difference between implicit and explicit bias is the level of awareness.

- Implicit or unconscious bias operates outside of the individual's awareness.
- Explicit or conscious bias occurs when the individual is clear about their feelings and related behaviors are conducted with intent.

Influence on Procedural Justice

Application of the four tenets of procedural justice may help address negative implicit biases and foster greater cooperation and trust between law enforcement and the community.

Training Goal

Implicit bias may be changed through training. Biased associations may be gradually unlearned and replaced with nonbiased ones. Officers can learn to form a reasoned, instead of a reactive/unconscious, response. By acknowledging the role of implicit bias in decision making, peace officers may be able to improve their interactions with diverse populations.

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. How are biases formed? (Consider personal experiences, environment, genetics, and perceptions.)

2. How can implicit bias influence decision-making and procedural justice?

SUPPLEMENTARY MATERIAL

OVERVIEW

In This Section

The following references and suggested readings will provide useful information and training resources.

Regarding Community Policing, Problem-Oriented Policing and Problem-Solving:

Meese, E. III & Ortmeier, P.J. (2004). *Leadership, Ethics, and Policing: Challenges for the 21st Century*. Upper Saddle River, NJ. Prentice Hall.

Scott, Michael S. (2000). *Problem-Oriented Policing: Reflections On The First 20 Years*. Washington D.C. U.S. Department of Justice, Office of Community-Oriented Policing Services (COPS).

The Community Policing Consortium. U.S. Department of Justice, Office of Community-Oriented Policing Services. *Facilitator's Guide - The Mechanics of Problem Solving (2000)*. Document supported by COPS grant #97- CK-WX-0029.

Police Executive Research Forum. *Collaborative Problem-Solving: A Trainers' Guide. (2000)* Document prepared by The Community Policing Consortium and supported by COPS grant #96-CK-WS-K001.

Scheider, Matthew C., Chapman, Robert E., & Seelman, Michael P., (2003). "Connecting the Dots For A Proactive Approach." *Border and Transportation Security*, pp. 158-162.

Schmerler, Karin, Perkins, Matt, Phillips, Scott, Rinehart, Timothy and Town send, Meg. *Problem-Solving Tips: (1998). A Guide to Reducing Crime and Disorder Through Problem-Solving Partnerships*. U.S. Department of Justice Office of Community-Oriented Policing Services.

TerBorch, Rick. (1998). “Community Oriented Policing Revised.” A presentation made to the League of Cities annual conference. Long Beach, CA.

Trojanowicz, Robert and Bonnie Bucgeroux (1994). *Community Policing: How to Get Started.* Cincinnati, OH. Anderson Publishing Co.

Regarding Problem-Based Learning and Training:

Delisle, Robert. (1997). *How to Use Problem-Based Learning in the Classroom*. Association for Supervision and Curriculum Development. Alexandria, VA.

U.S. Department of Justice, Office of Community-Oriented Policing Services. Police Training Officer (PTO) Program. (2003). Project supported by COPS grant #2001-CK-WX-K038.

GLOSSARY

Introduction

The key vocabulary terms for Learning Domain 03: Principled Policing in the Community are listed below with the definitions as they apply to this workbook.

Active Listening

The deliberate and conscious concentration by the listener to what is being said by the speaker

CAPRA

A problem-solving model that focuses on clients, information, partnership, response and assessment of action

Communication

The sending and receiving of messages, both verbal and nonverbal, between two or more people

Community Collaboration

A strategy for identifying, addressing, and preventing problems, and acknowledging accomplishment

Community Mobilization

A continual process of identifying, bringing together, and involving community members for the purpose of crime prevention and problem-solving

Community Partnerships

Relationships comprised of two or more individuals, groups or organizations working together to address an issue

Community Policing (CP)

An organizational and a personal philosophy that promotes police-community partnerships and proactive problem solving

Crime Prevention

The anticipation, recognition, and appraisal of a crime risk, coupled with specific actions which can be taken to remove or reduce that risk

Crime Prevention Through Environmental Design (CPTED)

A scientific approach that seeks to change environmental conditions to make them more crime resistant

Crime Triangle

A graphic that shows the relationship of the three elements required to constitute a crime: a victim, an offender, and a location

Cultural Competency

Is the ability to understand, appreciate, and interact with persons from cultures and/or belief systems other than one's own

Cynicism

Refers to a frame of mind, attitude or behavior which fundamentally involves interpreting experiences antagonistically, distrustfully or negatively

Deposits

Term used to refer to law enforcement actions that leave a favorable or positive impression on the community

Distributive Justice

Is about fairness in what people receive, from goods to attention

Explicit Bias

Refers to conscious thoughts and feelings that influence perceptions, decisions and actions

Facilitation

A consensus-building process which brings together diverse priorities and perspectives toward a desired outcome

Feedback

The receiver's response to the message; tells the sender whether the receiver has an accurate understanding of the message

Historical Events

Are incidents/occurrences that impact the goal of a safer community and improved relationships with the public

Homeland Security

A cooperative effort between communities and law enforcement to prevent or respond to terrorist acts

Implicit Bias

Refers to unconscious thoughts and feelings about people that may influence actions

Leadership

The practice of influencing people while using ethical values and goals to produce an intended change

Legitimacy

Is the public view of law enforcement as permitted to exercise authority to maintain social order and resolve problems. Legitimacy is enhanced through procedural justice

Neutrality

Is one of the tenets of procedural justice in which decision-making unbiased

Overdrawn Accounts

Is the practice of overestimating the amount of accumulative confidence and trust deposited in the police legitimacy account

Partner

An individual or group who actively participates in the collaborative study, analysis, response to, and evaluation of problems

Peel, Sir Robert

Commonly acknowledged as the founder of modern policing

Principled Policing

Is the integration of procedural justice, legitimacy, implicit bias, and historical events

Proactive Approach

Attempting to eliminate or minimize crime-related problems, reduce criminal opportunity, and deter potential offenders

Problem

Two or more incidents that are similar in nature, causing harm or capable of causing harm, with an expectation that the police will do something about the situation

Problem-Based Learning (PBL)

A teaching model that uses problem-solving processes, including ideas, known facts, learning issues, action plan and evaluation

Problem-Oriented Policing (POP)

Acronym for an approach to policing that refers to a process of proactive problem-solving with emphasis on problem analysis of issues within the police mandate

Problem-solving

A planning process that attempts to attain long-term benefits through identification, analysis, response and evaluation

Procedural Justice

Is the process of treating people fairly, with dignity and respect

Proxemics

Spatial relationship or positioning of the speaker relative to the listener

Reactive Approach

Responding to criminal activity after it has taken place

Respect

Is one of the tenets of procedural justice in which people are treated with dignity

Restorative Justice

focuses on the rehabilitation of the offender, victim healing and reparation of those harmed

Retributive Justice

works on the principle of punishment and is focused on the satisfaction of victims, and those who care about them

SARA

Acronym for a four-step problem-solving model comprised of scanning, analysis, response, assessment

SECURE

Acronym for a problem-solving model that focuses on safety, ethics, community, understanding response and evaluation

Skepticism

Refers to a frame of mind, attitude or behavior which involves curiously challenging, disputing or questioning accepted facts and opinions

Stakeholders

Community partners, including private and public organizations, who have a vested interest in the outcome of a problem that is addressed

The Broken Windows Theory

A problem-solving theory based on the idea that one unchecked problem may lead to other problems

Terrorism

The unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population or any segment thereof, in furtherance of political or social objectives (28 C.F.R. Section 0.85)

Trustworthiness

Is one of the tenets of procedural justice in which peace officers consistently demonstrate professionalism and try to do what is best for people

Voice

People want to be heard and understood

Withdrawals

Term used to refer to law enforcement actions that leave an unfavorable or negative impression on the community

Summary of Student Workbook for POST Basic Course Learning Domain 3
Principled Policing in the Community

The 139-page workbook for LD 3 consists of 6 chapters. **Chapter 1 (Community Policing)** emphasizes that officers are expected to "work in partnership with community members to resolve or reduce problems" (p. 1-1). Community policing rejects an "attitude of 'us' (law enforcement) vs. 'them' (community)" (p. 1-6) and promotes a collaborative approach (e.g., "we together," p. 1-8). Officers are expected to "be fair and impartial during enforcement," relying on "judgment based on experience and the situation," and not "prejudices, implicit bias, attitude, appearances, [or] gratuities" (p. 1-9). The chapter also highlights the importance of knowing one's patrol beat, including its diverse populations, and engaging in community activities to develop positive relationships.

Chapter 2 (Community Partnerships) focuses on building community partnerships through establishing trust (p. 2-6), effective communication (pp. 2-9—2-22), and mobilizing the community to get involved and take action. **Chapter 3 (Problem-Solving)** reinforces that "officers are expected to be problem solvers" (p. 3-3), who use strategies to identify and address the underlying conditions of crime and disorder and take proactive steps to prevent them.

Chapter 4 (Principled Policing) introduces "policing approaches that emphasize respect, listening, neutrality, and trust" (p. 4-3), while simultaneously addressing "barriers" to procedural justice (PJ) and cultural competency (p. 4-4), such as implicit and explicit bias and historical events that affected police-community relations. The four tenets of PJ are outlined as: voice, neutrality, respect, and trustworthiness (p. 4-5). The chapter discusses the potential benefits of PJ (e.g., improved officer and community safety, improved community relations, pp. 4-6—4-7) and the application to law enforcement's mission. LD 42 is referenced for additional information on cultural diversity/discrimination.

Chapter 5 (Historical and Current Events) emphasizes that "officers should recognize how historical and current events connect the past with the present, and how these events can shape the perspectives of individuals, law enforcement and communities" (p. 5-1). It gives an overview of the history of U.S. policing, including slave patrols and major eras (e.g., Community Policing Era). The chapter gives examples of how "laws and law enforcement were used as tools to deprive individuals of civil liberties" (p. 5-4), including the Fugitive Slave Act, Jim Crow laws, segregation, suppression of voting rights, redlining, internment of Japanese Americans, and the criminalization of LGBT communities (pp. 5-4—5-6).

Chapter 6 (Implicit Bias) urges that officers "should recognize the existence of implicit bias and how it can influence decision-making and procedural justice" (p. 6-1). Implicit bias is defined as "Unconscious thoughts and feelings that may influence an individual's perceptions, decisions, and actions" (p. 6-3), and is contrasted with explicit bias based on the level of awareness. The chapter identifies sources of implicit bias, including historical and current events, individual experiences, and media. Chapter 6 notes that "implicit bias may influence behaviors and decisions that affect interactions between law enforcement and the community" (p. 6-3) and that applying the four tenets of PJ "may help address negative implicit biases and foster greater cooperation and trust between law enforcement and the community" (p. 6-4).

Each chapter, along with the Instructor Manual, includes learning activities to help trainees review and apply the material. Examples include: considering how an officer's communication skills are linked to gaining voluntary compliance and reflecting on one's active listening skills (p. 2-33), working as a group to apply problem-solving strategies and community policing principles to a series of robberies (p. 3-23—3-24), using the tenets of PJ to guide decision-making in various scenarios (p. 4-8), and examining how explicit or implicit bias may have influenced past decision-making (p. 4-9).

TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #42
CULTURAL DIVERSITY/DISCRIMINATION

April 1, 2026

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X	X	X	X		X	
X			X		X	
X	X	X			X	X
X	X	X			X	X

I. LEARNING NEED

Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities.

LEARNING OBJECTIVES

A. Define the terms:

1. Culture
2. Cultural diversity

B. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations

C. Explain the historical and current cultural composition of California

II. LEARNING NEED

Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.

LEARNING OBJECTIVES

A. Define the term stereotype

B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X	X	X			X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
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X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

C. Define the term prejudice

D. Define the term discrimination

E. Define the term racial profiling, including the:

1. Conceptual definition
2. Legal definition

F. Discuss the legal considerations peace officers should take into account related to racial profiling, including:

1. California Penal Code Section 13519.4
2. Fourth Amendment
3. Fourteenth Amendment
4. Current case law
5. Criminal profiling vs. racial profiling

G. Discuss the impact of racial profiling on the:

1. Individual citizens
2. Community
3. Officer
4. Criminal justice system

H. Discuss landmark events in the evolution of civil and human rights

I. Define key indices peace officers should recognize and respect that make up evolving culture among a community

J. Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

III. LEARNING NEED

Peace officers must recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.

LEARNING OBJECTIVES

A Explain strategies for effective communication within a diverse community, including:

1. Verbal communication
2. Active listening
3. Nonverbal communication

B. Describe positive officer behaviors during contacts with members of a cross-cultural community

C. Discuss articles of faith that can be interpreted as a weapon, including:

1. Identification of the article
2. Proper handling of and respect for the article

IV. LEARNING NEED

Peace Officers need to recognize and respect the complexities of sexual orientation and gender identity and develop the necessary skills to understand, effectively communicate, and respond to the needs of the community and the law enforcement workplace.

LEARNING OBJECTIVES

A. Discuss the difference between sexual orientation and gender identity.

1. Sexual orientation: a person's physical, emotional and romantic attraction to people of the same and/or other gender
2. Gender identity: a person sense of being male, female, or something other or in-between

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

B. Discuss how sexual orientation and gender identity intersect with:

1. Each other
2. Race
3. Culture
4. Religion

C. Define the terminology used to identify and describe the difference between sexual orientation and gender identity, including but not limited to:

1. Sexual orientation (straight, gay, lesbian, bisexual)
2. Gender identity (transgender, cisgender, non-binary)
3. Gender expression (the way a person expresses themselves)
4. Queer (an umbrella term for those who do not wish to categorize their sexuality)
5. Questioning (to be unsure of or re-examining one's sexual orientation and/or gender identity)

D. Discuss the ways to create an inclusive workplace within law enforcement for sexual orientation and gender identity minorities, including:

1. Demonstrating respect for diversity
2. Recognizing personal bias and its potential negative effect on workplace conduct
3. Honoring the right to privacy and confidentiality
4. Not making assumptions
5. Understanding reason why employees may not report incidents of harassment/discrimination

E. Identify important moments in history related to sexual orientation and gender identity minorities and law enforcement including:

1. Protests (i.e. The Stonewall Riots (1969))
2. Changes in law (i.e. U.S. Supreme Court decision on Same Sex Marriage (Obergefell v. Hodges)
3. Defining moments (i.e. Transgender Day of Remembrance founded (1999))

V. LEARNING NEED

Peace officers need to have a lawful basis for recognizing criminal acts as hate crimes and understand the impact of such crimes on victims and communities.

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

LEARNING OBJECTIVES

A. State the legal definition of a hate crime based on the Penal Code

B. Classify the crime and the elements required to arrest for:

1. Desecrating religious symbols
2. Interfering with religious freedom
3. Terrorizing another
4. Interfering with an individual's civil rights

C. Explain the legal rights and remedies available to victims of hate crimes based on federal law and Civil Code

D. Describe the impact of hate crimes on victims, the victims' families, and the community

E. Discuss the indicators of hate crimes

F. Explain considerations when investigating and documenting incidents involving possible hate crimes

VI. LEARNING NEED

Peace officers need to have an understanding of what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.

LEARNING OBJECTIVES

A. State the legal definition of sexual harassment

B. Discuss the federal and state laws dealing with sexual harassment to include:

1. Title VII

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

2. Government Code Section 12940 et. seq.
3. Concept of Quid Pro Quo
4. Concept of hostile work environment
5. Current case law

C. Explain the legal remedies available to a victim of sexual harassment

D. Describe behaviors that constitute sexual harassment, including:

1. Verbal
2. Physical
3. Visual
4. Written material
5. Sexual favors
6. Threats
7. Hostile work environment
8. Force

E. Explain the mandated sexual harassment complaint process guidelines

F. State the protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint

G. Describe the methods for responding to sexually offensive or unwanted behavior

VII. REQUIRED LEARNING ACTIVITIES

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	

A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will participate in a learning activity that requires self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups.

1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups
2. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups
3. Discussion may include, but is not limited to cultural stereotypes, ethno phobia, xenophobia, sexual orientation and gender identity bias, and media impact on cultural perceptions

B. Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the presenter, the student will participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact.

Among the issues which must be addressed are:

1. Any positive or negative behaviors demonstrated by contacting officers
2. The apparent perception of the cultural group regarding the contact
3. Presence or absence of cultural stereotyping
4. The level of cultural understanding demonstrated by the officers
5. The legality of the contact and subsequent actions of the contacting officers
6. The professional, personal, and organizational impact of the contact, either positive or negative
7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact

Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

C. Given a minimum of four POST-developed video re-enactments depicting possible sexual harassment, or an equivalent number of simulations, scenarios, or video representations provided by the presenter, the student will participate in a facilitated discussion which addresses the following:

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	
X			X		X	X
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X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

1. Any behaviors which are illegal, as defined by federal or state sexual harassment laws
2. Professional, personal, and organizational impacts of the incident
3. Legal and administrative consequences of the behaviors observed
4. Whether or not state sexual harassment reporting guidelines apply to the situation

D. Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the presenter, the student will participate in a facilitated discussion which addresses the following:

1. Whether or not the incident constituted a hate crime under the law
2. Impact of the incident on victims, their families and the community
3. Effectiveness of the law enforcement response
4. Legal rights of, and remedies available to the victim(s)

E. The student will participate in a series of learning activities from the POST-developed *Instructor's Guide to Learning Activities (April 2026)* or other comparable sources. At a minimum, each activity or combination of activities must address the following topics:

1. The impact racial profiling may have had on them as individuals or their community
2. Concerns the students may have as to how racial profiling will affect them in the field
3. Clarification of the myths and realities of racial profiling
4. The concept of individualized suspicion as it pertains to probable cause
5. How the history of the community can affect the way they view law enforcement today
6. Law enforcement's obligation to various cultures within the community
7. What law enforcement must do to increase trust with the community
8. Law enforcement's obligation to respond to and report incidents of discriminatory or biased practices by fellow officers
9. The importance of applying leadership during contacts with persons from diverse cultures as it pertains to profiling, ethics and community policing

F. Given three POST-develop video re-enactments depicting possible racial profiling, students will participate in a facilitated discussion and/or small group discussion which addresses the following:

1. Application of the 4th and 14th Amendments and current case law
2. Consensual contacts as it pertains to racial profiling

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
16	1	1	15		16	6

3. Importance of articulable characteristics or behaviors to develop probable cause.

VIII. REQUIRED TESTS

None

IX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on cultural diversity/sexual harassment/hate crimes.

X. ORIGINATION DATE

January 1, 2001

XI. REVISION DATE

January 1, 2004
January 1, 2006
January 19, 2007
July 1, 2008
July 1, 2010
July 1, 2011
July 1, 2012
October 1, 2020
April 1, 2022
April 1, 2026

Basic Course Workbook Series

Learning Domain 42

Cultural Diversity/ Discrimination

Version 7.0

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Basic Course Workbook Series
Student Materials
Learning Domain 42
Cultural Diversity/Discrimination
Version 7.0

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THE MISSION OF POST

The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.

THE ACADEMY TRAINING MISSION

The primary mission of basic training is to prepare students mentally, morally, and physically to advance into a field training program, assume the responsibilities, and execute the duties of a peace officer in society.

FOREWORD

The California Commission on Peace Officer Standards and Training sincerely appreciates the efforts of the many curriculum consultants, academy instructors, directors and coordinators who contributed to the development of this workbook. We must also thank the California law enforcement agency executives who allowed their personnel to participate in the development of these training materials.

This student workbook is part of the POST Basic Course Training System. The workbook component of this system provides a self-study document for every learning domain in the Basic Course. Each workbook is intended to be a supplement to, not a substitute for, classroom instruction. The objective of the system is to improve academy student learning and information retention and ultimately contribute to you becoming a peace officer committed to safety, and to the communities you will serve.

The content of each workbook is organized into sequenced learning modules to meet requirements as prescribed both by California law and the POST Training and Testing Specifications for the Basic Course.

It is our hope that the collective wisdom and experience of all who contributed to this workbook will help you, the student, to successfully complete the Basic Course and to enjoy a safe and rewarding career as a peace officer.

MANUEL ALVAREZ, Jr.
Executive Director

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Student Workbooks

The student workbooks are part of the POST Basic Course Instructional System. This system is designed to provide students with a self-study document to be used in preparation for classroom training.

Regular Basic Course Training Requirement

Completion of the Regular Basic Course is required, prior to exercising peace officer powers, as recognized in the California Penal Code and where the POST-required standard is the POST Regular Basic Course.

Student Workbook Elements

The following elements are included in each workbook:

- Chapter contents, including a synopsis of key points,
- Supplementary material, and
- A glossary of terms used in this workbook.

Introduction

This workbook provides an introduction to the training requirements for this Learning Domain. It is intended to be used in several ways: for initial learning, for test preparation, and for remedial training.

Workbook Format

To use the workbook most effectively, follow the steps listed below.

Step	Action
1	Begin by reading the: Introduction and How to Use the Workbook, which provides an overview of how the workbook fits into the POST Basic Course Instructional System and how it should be used.
2	Refer to the Chapter Synopsis section at the end of each chapter to review the key points that support the chapter objectives.
3	Read the text.
4	Complete the Workbook Learning Activities at the end of each chapter. These activities reinforce the material taught in the chapter.
5	Refer to the Glossary section for a definition of important terms. When first referenced these terms will be bolded and underlined (e.g., **term**).

Chapter 1
Recognizing Diversity

OVERVIEW

Learning Need

Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities.

Learning Objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Define the terms: - Culture - Cultural diversity	42.01.1 42.01.2
• Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations	42.01.4
• Explain the historical and current cultural composition of California	42.01.5

In This Chapter

This chapter focuses on basic knowledge needed to recognize the cultural makeup of a community. Refer to the following chart for specific topics.

Topic	See Page
Culture and Ethnicity	1-3
California Past, Present, and Future	1-10
Chapter Synopsis	1-13
Workbook Learning Activities	1-14

Introduction

Human beings by nature tend to identify and affiliate with each other in groups whose members share certain things in common. The recognition and preservation of one's identity based on a group affiliation can become a matter of self-esteem and strong personal pride. Group affiliations affect not only how an individual acts or responds, but also how others interact with or respond to that individual.

Leadership

Peace officers shall act as leaders when dealing with the community. They must demonstrate active listening and excellent decision-making skills. It is every officer's responsibility to treat everyone with respect and integrity no matter what their race, creed, or religion. It is not enough to accept differences; we must understand that the differences are to be valued and celebrated for the rich contributions they provide to our society.

Culture

Culture is a broadly used term that refers to a complex group of shared characteristics including beliefs, values, ways of thinking, behaviors, customs, or traditions.

Culture is *learned* and can be passed from one generation to the next. It can condition an individual's thinking and influence both conscious and unconscious behaviors.

Culture can be interpreted broadly, encompassing large groups of people from specific geographic or regional areas (e.g., Californians, New Yorkers, Midwesterners, etc.) or national origins (e.g., Mexicans, Germans, Japanese, Italians, etc.).

Cultural groups

A **cultural group** is an affiliation of individuals who collectively share any number of common sociocultural characteristics.

Cultural groups in the United States are most often associated with national origins. Cultural groups are based on factors (some physically distinguishable) that include, but are not limited to:

- Common history
- Common geographical basis
- Some political agreement
- Common beliefs
- Shared customs
- Similar artistic basis
- Morals, mores, and folkways
- Law by consensus
- Common linguistic bonds
- Common racial background

A **subcultural group** is comprised of people who have an association, most often voluntary, within a larger culture who have common values, beliefs, and experiences, and they develop close bonds or feelings of unity and pride with the identity of the subculture. Examples are:

- Law enforcement
- Criminal groups and gangs
- Lesbian, Gay, Bi-Sexual, Transgender, Queer (LGBTQ)
- Amish
- Sikhs

Ethics

Telling belittling ethnic jokes; using offensive slang or slurs that refer to a particular group; degrading people because they are different or disabled; using phrases that make people indistinguishable such as “you people,” “they’re all alike.” Peace officers may believe that they have the right to think anything they want as long as they act in a professional and unbiased way. The problem with this notion is that personal values and ideas may conflict with the organizational mission and undermine public trust.

Ethnic groups

An **ethnic group** is any group that can be distinguished on the basis of shared characteristics such as nationality, common ancestry, language, common history, race, etc. Individuals within an ethnic group may believe they are alike by virtue of a national origin, or other shared characteristics (**ethnicity**).

Within the United States, there are numerous ethnic groups based on nationality (e.g., Mexicans, Koreans), or race.

NOTE: Even though a person identifies with a cultural or ethnic group, no one person represents the views or behaviors of an entire group. This is because everyone is a member of many groups based on many different factors (e.g., gender, religion, occupation, sexual orientation and gender identity, etc.)

Race

The term **race** or **racial group** usually refers to the categorization of humans into populations or ancestral groups on the basis of various sets of heritable characteristics. The physical features commonly seen as indicating race are salient visual traits such as skin color, cranial or facial features, and hair texture. While racial categories may be marked by sets of common traits, the popular idea of “race” is a social construct without base in scientific fact.

Penal Code Section 422.56 defines race as “Race or ethnicity” includes ancestry, color, and ethnic background.

Culture as a Social Environment

Identifying with a cultural or ethnic group can elicit strong feelings of pride, shared beliefs, values, or history. It can provide individuals with “roots” that help maintain a personal identity within a diverse or quickly changing community or environment.

Cultural or ethnic groupings can provide a social environment that:

- Provide a sense of security and establish a “comfort zone” where expected behaviors are known
- Establish “survival skills” necessary to manage difficult situations and provide solutions for simple problems
- Establish a pattern for living and forming relationships
- Help individuals cope with, adapt to, or make sense of their physical environment
- Offers a common ground which allows for effective communication

Ethnocentrism

Ethnocentrism is an attitude of seeing and judging other cultural or ethnic groups from the perspective of one’s own culture. Ethnocentric attitudes and behaviors may be a natural part of group pride and identity.

Extreme Ethnocentrism is an individual with extreme viewpoints who may regard their own culture, ethnic, religious or sexual orientation and gender identity group as the center of everything. Their opinions or judgments of other groups are scaled or related with reference to their own group (i.e., “our way is the right way”). Some examples of these attitudes include:

- **Racism** is a doctrine that one race is inherently superior (physically, intellectually, or culturally) to another
- **Heterosexism** is an attitude of seeing and judging others from the perspective of one’s own heterosexuality

Law Enforcement

As communities and regions change because of the influx of multi-cultural individuals, agency personnel are evolving and becoming culturally diverse. What was previously a group of Caucasian males is becoming a workforce made up of individuals of different genders, cultures, and ethnic backgrounds.

Cultural Diversity

Cultural diversity means the representation or existence of individuals with distinctly different group affiliations within one organization, community, state, nation, or other social system. Such group affiliations can be based on culture, ethnicity, gender, sexual orientation and gender identity, etc.

Awareness and understanding of the diverse cultures within communities and law enforcement agencies can reduce negative ethnocentric attitudes and practices.

Benefits of Recognizing and Respecting Diversity

Understanding cultural influences can help peace officers recognize and influence patterns of behavior and build more effective and responsive relationships within the community and within law enforcement itself.

The following table identifies a number of benefits for officers who learn how to recognize and respect diversity.

	Benefits
Personal	• Enhanced officer safety • Increased personal and ethical satisfaction • Career survival
Professional	• Improved quality of service provided • Enhanced community support and improved public trust • Reduced tension between officers and specific cultural groups • Increased access to and cooperation with members of the community • Improved compliance with the letter and spirit of the law
Organizational	• Improved morale, effectiveness, and professionalism within the law enforcement organization • Positive impact on law enforcement's image within the community • Reduction in the number of complaints against officers • Reduction in personal and agency exposure to claims and litigation

Accepting Diversity

A conscious effort is required to learn to accept the ever-changing diversity within a community or law enforcement agency. There is no universal method for accomplishing this. The following table identifies certain actions common to all methods.

	Action
Recognize...	• One's own cultural and ethnic groups • The different cultural groupings • Personal bias and ethnocentrisms • Personal discomfort levels with differences and change
Understand...	• Origins of one's own and other individual's perceptions, stereotypes, and prejudices • Benefits of change and diversity
Learn...	• How to effectively communicate with representatives of differing cultural groups • The skills necessary to manage personal bias or prejudices • About the differing norms, values, customs, etc., of specific cultural groups

Example

A male and a female officer stopped a suspect in his neighborhood for driving under the influence of alcohol. As the officers were completing their investigation, the suspect's wife, children, and neighbors emerged from their homes. The suspect stated he was unable to submit to handcuffing by the female officer in the presence of his family and friends because he would lose face. The officers took into consideration the suspect's concerns and switched their positions. The male officer became the "contact" officer and the female officer took the "cover" position. The officers were able to safely take the suspect into custody without incident. Switching their roles did not compromise officer safety and avoided escalating a situation that may have jeopardized the safety of the officers.

Introduction

California is a state with a rich diversity of cultures. Recent increases in the number of immigrants entering the state have had a direct impact on communities. These ongoing changes require peace officers to continuously recognize, appreciate, and utilize the unique talents and contributions of the cultures within their jurisdiction.

Definitions

To understand the nature of changing cultures and the effects of diversity, peace officers need to recognize common definitions of the following terms.

An **immigrant** is an individual who has voluntarily moved from one country to another country with the *intent to live in the new country permanently*. Immigrants may enter the United States only by means of a formal admission process.

A **refugee** is an individual who has fled their native land and been forced to cross national boundaries. Refugees may be attempting to avoid religious, political, or social persecution; or to flee a natural disaster or other events. Refugees may legally enter the United States when granted official refugee status by the Attorney General.

A **migrant** is a person who moves from one location to another within a single country or region. Migration from one state to another within the United States does not require any form of official approval.

Indigenous peoples are any ethnic group who inhabit a geographic region with which they have the earliest known historical connection.

A **minority** is a person with a “minority status” that has been designated by a government or by social scientists. The term is not necessarily related to numbers within a population.

A **colonialized subject** is a person with a heritage of being oppressed by military conquest (African slaves, Native Americans, etc.).

Demographics are the statistical characteristics of human populations (age, income, household type, and occupation and education levels).

Acculturation and Assimilation

Acculturation is the process of learning a new culture. **Assimilation** is the process of gradually taking on or adopting the characteristics of another culture.

The first generation of any cultural group often experiences obstacles in its own acculturation in the new society. Cultural characteristics and ways of the past are more comfortable and understandable. This can be true for immigrants, refugees, or even groups who move from one geographical location to another within the same country.

Each new group is perceived as the “newcomer” and may be met with initial suspicion or even hostility. Adjustment or assimilation into a new and different society or culture can be resisted or be a long and difficult process. Often it is the second or third (or more) generation who assimilate into the existing culture. Individuals of these later generations often form new groupings or cultural identities based on different common elements.

California’s Past

California has *never* been a homogeneous society. California has always been made up of groups of people representing many different cultures, races, and ethnic groups.

The region now known as California was populated by a number of indigenous cultures of the Americas long before the area was first colonized (taken over) and ruled by the Spanish.

In time, California was further settled by people from every state in the Union and from Mexico, Canada, Europe, and Asia who came to the region for a variety of reasons. Each group has brought its own customs, language, values, etc.

California's Present

Today, California leads the nation in the number of inhabitants born in other states or countries. Its population is made up of people from many individual groups including, but not limited to, the following examples:

- Asian/Filipino
- Pacific Islander
- African American
- Latino
- Anglo American
- Native American
- Middle Eastern
- Eastern European
- Caribbean
- Lesbian/Gay/Bi-Sexual/Transgender/Queer (LGBTQ)
- People with Disabilities

California's Future

California demographics are still changing and will continue to reflect the evolving cultural diversity of the state. What was once a new cultural group will become part of the existing culture.

A great deal of the population growth in the state is projected to come from the Pacific Rim and Latin America. With this growth will come new languages, values, traditions, etc.

CHAPTER SYNOPSIS

Learning Need

Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities.

Culture and Cultural Diversity [42.01.1, 42.01.2]

Culture is a broadly used term that refers to a complex group of shared characteristics including beliefs, values, ways of thinking, behaviors, customs, or traditions.

Cultural diversity means the representation or existence of individuals with distinctly different group affiliations within one organization, community, state, nation, or other social system. Such group affiliations can be based on culture, ethnicity, gender, sexual orientation and gender identity, etc.

Benefits of Recognizing and Respecting Diversity [42.01.4]

Understanding cultural influences of individuals can help peace officers recognize and influence patterns of behavior and build more effective relationships within the community and within law enforcement itself.

Historical and Current Composition of California [42.01.5]

California has never been a homogeneous society. California has always been made up of groups of people representing many different cultures, races, and ethnic groups.

Introduction

To review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. Describe your own cultural heritage. How many generations within your family have been born in the United States? How many generations were born in California? What do others need to know about your cultural heritage to work more effectively and responsibly with you?

2. List the cultural groups, other than those representing a specific ethnicity, with which you personally identify.

Activity Questions (Continued)

3. Using only the population of students who are in this class with you, identify the following information.

   - List the races and ethnicities that are represented. How many individuals are first-generation Americans to this country? To the state?

   - How many individuals were born in:

     - California?

     - Another state within the United States?

     - Another country?

   - List the number of languages that are spoken. Other than English, what is the most common? How many individuals can speak more than one language?

   - Why is your gender makeup in your classroom significant?

   - Describe the value of multilingual skills.

   - Describe the value in classroom/community diversity?

Activity Questions (Continued)

4. Describe your most recent experience where you were with a group and in a situation where you, as an individual, felt "*different*." What exactly made you feel this way? How did the experience impact you? How did you cope with the experience in the moment? How did you cope long-term?

Activity Questions (Continued)

5. Assume you have been assigned to serve a rural jurisdiction with a large Middle Eastern population. What resources would you call upon to help identify and learn about the specific cultural groups within your jurisdiction?

Activity Questions (Continued)

6. Select any culture with which you are familiar. How would you compare the elements of that culture with those of "Mainstream America"?

Aspect of Culture	"Mainstream American" Culture	_____ Culture
Communication and language	Explicit, direct communication Emphasis on content (meaning found in words)	
Dress and appearance	"Dress for success" ideal Wide range of accepted dress codes	
Food and eating habits	Eating on the run fast food	
Concept of time	Promptness is valued Time = money	
Relationships, family, friends	Focus on nuclear family Responsibility for self Value on youth Gender equality	
Values and norms	Independence valued Preference for direct confrontation of conflict Willingness to challenge authority	
Work habits and practices	Reward based on individual achievement Work has intrinsic value	

Chapter 2
Prejudice, Discrimination, and Racial Profiling

OVERVIEW

Learning Need

Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.

Learning Objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Define the term stereotype	42.02.1
• Discuss the dangers of relying on stereotypes to form judgments or to determine actions	42.02.2
• Define the term prejudice	42.02.3
• Define the term discrimination	42.02.4
• Define the term racial profiling, including the: - Conceptual definition - Legal definition	42.02.7
• Discuss the legal considerations peace officers should take into account related to racial profiling including: - *Penal Code Section 13519.4* - Fourth Amendment - Fourteenth Amendments - Current case law - Criminal profiling vs. racial profiling	42.02.8

Learning Objectives (Continued)

After completing study of this chapter, the student will be able to:	Objective ID
• Discuss the impact of racial profiling on the: - Individual citizens - Community - Officer - Criminal justice system	42.02.9
• Discuss landmark events in the evolution of civil and human rights	42.02.6
• Define key indices peace officers should recognize and respect that make up evolving culture among a community	42.02.10
• Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers	42.02.11

In This Chapter

This chapter focuses on the origins of prejudice and discrimination. Refer to the following chart for specific topics.

Topic	See Page
Perceptions and Stereotypes	2-3
Prejudice and Discrimination	2-10
Racial Profiling	2-16
Chapter Synopsis	2-25
Workbook Learning Activities	2-27

Introduction

Individuals are not born with set opinions or perceptions. Instead, they develop these based on many different sources and influences throughout their lifetimes. Recognizing these sources and influences can help an individual differentiate between rational and irrational opinions or perceptions of individuals with differing cultural backgrounds.

Individual Perceptions

All individuals develop perceptions, feelings, biases, and thoughts regarding their culture and the culture of others. These perceptions are neither right nor wrong. A common belief is *one's perception is one's reality*.

To place one's own perceptions of other cultures in proper perspective, peace officers should first recognize and understand how these perceptions of differing cultures developed.

The following table identifies several influences on an individual's perceptions.

Sources	Examples
Cultural/ethnic background	• Family traditions and values • Perceptions of family members or role models • Opinions that are accepted without question as an act of respect
Maturity	• Values, opinions, norms of different generations

Individual Perceptions (Continued)

Sources	Examples
Personal experiences	• Past experiences (positive and negative) with people of different cultural backgrounds or different ethnic groups • Experiences of others • Historic local, regional, national, or international events • Recent local, regional, national, or international events • Economic conditions or situations (opportunity, conflicts, real or perceived)
Environmental conditioning	• Region, area, or neighborhood where one grew up or has lived • Influence of culture workplace
Emotional involvement	• Personal interactions and involvements with others (e.g., peers, rivals, personal relationships, etc.)
News media coverage	• "Instant" access to information via television, radio, the internet, etc. • Newspapers, news magazines, and other printed materials • Open to distortions or sensationalism (accidentally or deliberately)
Entertainment media	• Movies and television presenting accepted or perceived attitudes or opinions
Training/Education	• Instruction regarding languages, different cultures, etc.

The components of bias include:

- Stereotypes (cognitive)
- Prejudice (affective)
- Discrimination (behavioral)

Implicit Bias

Implicit Bias is a preference (positive or negative) for a social category that operates outside of awareness. We can think of implicit bias as a lens through which we view the world.

- Implicit biases are pervasive
- People are often unaware of their implicit biases
- Implicit biases predict behavior
- People differ in levels of implicit bias

Personal awareness and introspection are prime strategies towards reducing implicit bias in decision-making.

NOTE: Jerry Kang, Implicit Bias – A Primer For Courts, National Center for State Courts. (2009)

Stereotyping

A **stereotype** is a preconceived or over-simplified generalization involving negative or positive beliefs about another group. When an individual is stereotyped, that person is perceived as having specific behavioral traits and abilities.

Stereotypes can be based on a number of factors including, but not limited to:

- Nationality
- Ethnicity
- Race
- Gender
- Sexual orientation and gender identity
- Socioeconomic status
- Age
- Physical ability

Human Tendency

Stereotyping is a natural human tendency.

Use of stereotypes can become:

- A means of processing or filtering information and can be considered a tool for simplification of an environment
- A way to fill in information voids about other people in the absence of information to the contrary
- An overreaction to behaviors that do not match an individual's expectations
- A result of the differences in the levels of contact individuals have with members of other groups

Dangers of Stereotyping

Stereotyping can mean not only *ascribing differences* to other groups but can also result in *making a judgment* (positive or negative) based on those perceived differences.

The following table identifies two dangerous assumptions regarding the use of stereotypes.

Dangerous Assumption	Additional Information
Characteristics of the group are accurate	• Can be factually incorrect • The reliability of the source of the information should be considered
All members of a group share the same characteristics	• No single individual has all the characteristics attributed to a group • No one group's characteristics can describe a single individual

Stereotypes of Law Enforcement

Past experiences of individual members of a cultural group or ethnic group can shape their attitudes and expectations regarding the role of government and law enforcement.

The following table identifies several common stereotypes individuals may have of law enforcement officers:

Peace officers...	This stereotype may be reinforced by...	Officers can help counter stereotypes by...
Are apathetic	• Insensitive actions, and • Lack of empathy	• Considering their own safety and the safety of others at all times • Demonstrating empathy, and • Being sensitive to the person's needs and concerns
Are unethical and engage in unprofessional conduct	• Accepting gratuities • Abusing authority • Adhering to a code of silence • Officer brutality • Corruption, or • Abusing publicly owned equipment	• Adhering to the Law Enforcement Code of Ethics/Code of Professional Conduct • Holding themselves and peers to the highest standards of behavior, and • Using public vehicles for public business only

Stereotypes of law enforcement (Continued)

Peace officers...	This stereotype may be reinforced by...	Officers can help counter stereotypes by...
Discriminate	• Targeting certain groups, or • Applying different standards of enforcement or assistance to different groups in the community	• Being aware of their own stereotypes • Treating all people in a professional manner • Remaining impartial, and • Not allowing a bad experience on one call to affect judgment on another
Project a poor public image	• Presenting a poor physical image (e.g., overweight) • Sloppy uniforms, or • Inappropriate demeanor or body language (e.g., acting tough to intimidate others)	• Adopting a lifestyle conducive to lifelong fitness • Demonstrating pride in their personal appearance • Controlling their temper and emotions, and • Treating others as they wish to be treated
Are unable or unwilling to handle service calls	• Inadequately trained officers dealing with situations for which they are not prepared, or • Officer inability or unwillingness to apply trained job skills	• Responding promptly and courteously to all calls, and • Acknowledging their own limitations and calling for assistance when needed

Preexisting Tensions Among Groups

Preexisting tensions among groups may also be based on:

- Demographic or class shifts in communities
- Current unstable political conditions or situations in homelands
- Historical conflicts, etc.

Possible Effects

Peace officers must be aware of their own biases and stereotypes regarding the communities and individuals they serve. Relying on these can potentially lead to:

- Developing a lower level of tolerance to *individual* behavior
- Forming conclusions before getting to a scene
- Decreasing an officer's objectivity concerning the facts of a case
- Potential development of officer safety situations (escalation of non-hostile situations)
- Negative expectations becoming self-fulfilling prophecies
- Inappropriate officer behavior

Introduction

Any preconceived notions, whether positive or negative, about a cultural or ethnic group formed before the facts are known can lead to acts of discrimination.

Prejudice

Prejudice is a prejudgment or point of view about a person or group of individuals that is usually formed before the facts are known.

Prejudice is a:

- Process, not a static attitude
- *Learned* attitude
- Way of thinking about others that may be based on:
  - Misconceptions
  - Misunderstandings
  - Inflexible generalizations

Prejudice vs. Stereotype

The following table identifies how a prejudice differs from a stereotype.

Stereotype	Prejudice
• Emphasis is on attitudes and emotional reaction toward individuals • Stereotypes may be used to justify or encourage prejudices	• Emphasis is on assumed group identity categories and traits
• Positive individual experiences with diverse people and groups, increased knowledge and maintaining an open mind are all keys to overcoming prejudice	• Positive individual experiences with diverse people and groups, increased knowledge and maintaining an open mind are all keys to overcoming stereotyping

Subconscious Prejudice

One of the deepest and therefore most dangerous forms of prejudice is subconscious prejudice. Individuals may have been conditioned by such beliefs to the point that their prejudice causes them to act out in a hostile and potentially dangerous way.

Sometimes individuals who were mistreated or who are frustrated and insecure may select individuals or groups as scapegoats or targets of blame. Over an extended period of time, this mistrust and hatred of others becomes a way of life and can influence how this person interacts with others.

NOTE: Prejudice that is unchecked or not challenged may lead to the development of racism: a doctrine that one race is inherently superior (physically, intellectually, or culturally) to another.

Group Prejudice

Many members of a cultural group may hold certain prejudicial views of other specific groups. Conforming to such a prejudice may become a “normal” attitude or reaction for members of the original group. Children will model behavior and once the child becomes an adult, prejudice may be accepted or rationalized without question.

Prejudice and Law Enforcement

Occupational cultures, including law enforcement, may be susceptible to developing and passing on prejudices against those who are outsiders, or not within their group (i.e., individuals within the community). Certain “us” versus “them” attitudes may develop.

Because law enforcement officers have certain powers over members of a community, prejudicial attitudes could lead to potential abuse *and must never be tolerated within a law enforcement agency.*

Overlooking or allowing expressions of prejudice can lead to:

- Lack of trust within the organization
- Adverse attention from the media
- Lack of trust within the community
- Complaints or lawsuits
- Disciplinary action or dismissal

Discrimination

Discrimination is an *action* or *behavior* that is prompted or based on prejudiced thought. It includes differential treatment based on an unsubstantiated or unfair categorization.

Prejudice vs. discrimination

Because *prejudice is a thought*, it is private and is not a violation of the law.

A prejudicial *thought that is acted upon*, consciously or unconsciously, may lead to discrimination. Behavior or acts of discrimination can be unlawful.

Possible Effects of Prejudice and Discrimination

Expressions of prejudice or acts of discrimination on the part of law enforcement officers can:

- Deteriorate trust within a law enforcement agency
- Prompt an internal or external investigation of a department or agency
- Lead to disciplinary action, dismissal, or civil or criminal legal actions
- Undermine the authority of higher-ranking officers
- Lead to negative attitudes within a department or agency being carried into the community
- Lead to mistrust in a community
- Further escalate situations to a dangerous level
- Lead to racial profiling or bias-based policing

Human Rights

Understanding of civil and human rights changed and broadened during the 20th century and continues to evolve in the 21st century. Groups who were not considered in need of, or meeting, special protections are now afforded such protections under federal statutory law.

Human Rights in the United States

Many cultural groups may have experienced a variety of sanctions, problems, or the denial of rights in their native countries. Individuals of certain groups may have experienced direct repression by law enforcement officers or may perceive that law enforcement is controlled by or serves only special-interest groups. Such repression may have been the result of:

- Conditions of conflict or war
- Martial law by the government
- Economic conditions
- Political viewpoints that are different from the established government

Recognition of human rights within the United States has been evolving from the time the country was first formed. The following table identifies a number of the critical events that have shaped this country's policies and laws regarding individual human rights.

Event	Significance to Evolution of Human Rights
Initial drafting of the United States Constitution	• Constitutional tolerance of slavery (three-fifths of a person provision in Article 1) • Requirement of Amendments to abolish slavery
Displacement of Native American Indians	• Rationalized by prejudicial attitudes of supremacy and the need to "protect and care for" what was then considered to be an inferior culture (colonialization)

Human Rights in the United States (Continued)

Event	Significance to Evolution of Human Rights
Mexican/American War	• Violation of the Treaty of Guadalupe, guaranteeing certain rights to Mexican Americans
Civil War	• Abolition of slavery and recognition of African Americans as human beings rather than "property"
Women's Suffrage	• Recognition of a woman's right to vote • Ending of historical separation of male/female roles and the denial of full rights of women
Internment of American citizens of Japanese descent	• Displacement and internment of individuals during World War II • Denial of rights based solely on ethnic background • A true example of racial profiling-incarceration based solely on race
Federal and state Civil Rights legislation	• Guaranteeing voting rights • Establishment of equal opportunity laws • Extending Federal hate crime protections to include gender, sexual orientation and gender identity, and disability
Americans With Disabilities Act	• Recognition of human rights beyond the boundaries of recognized ethnic groupings • Supreme Court recognition of violation of human rights
Legislation regarding sexual orientation and gender identity	

Strategies for Challenging Prejudice

Challenging a prejudice can reduce its “power” and the probability that it will be acted upon and become the basis for discriminating against others. Remaining silent may be interpreted by others as acceptance or agreement.

Some considerations for challenging the prejudice of another person are:

- The person who is expressing the prejudice may be attempting to fit into the group by expressing what the individual believes is an attitude held by all others within the group
- Attempting to induce guilt in the person expressing prejudice usually does not help, and in fact may only reinforce that person’s beliefs

Some strategies for responding to prejudice include:

- Keeping the tone non-defensive and non-confrontational
- Paraphrasing the feelings the person has expressed
- Giving information or correct inaccurate information that may be the basis for that individual’s prejudice
- Focusing on the statement, not the individual
- Asking the individual not to repeat the statement or behavior

Mutual Respect

Law enforcement officers should consider their own words, actions, and behaviors to confirm that they are conveying not only competence and professionalism, but also *respecting* the cultural, ethnic, or racial background of others.

Introduction

Understanding the concepts and legal aspects of racial profiling is essential for officers to effectively carry out their legal obligations and responsibilities in the community.

Racial Profiling

"Racial or identity profiling" is the consideration of, or reliance on, to any degree, actual or perceived race, color, ethnicity, national origin, age, religion, gender identity or expression, sexual orientation, or mental or physical disability in deciding which persons to subject to a stop or in deciding upon the scope or substance of law enforcement activities following a stop, except that an officer may consider or rely on characteristics listed in a specific suspect description. The activities include, but are not limited to, traffic or pedestrian stops, or actions during a stop, such as asking questions, frisks, consensual and nonconsensual searches of a person or any property, seizing any property, removing vehicle occupants during a traffic stop, issuing a citation, and making an arrest. *(Penal Code Section 13519.4(e))*

Clarifying Concepts

The subject of racial profiling raises concerns among many individuals, social groups, and professions.

The following table clarifies some racial profiling perceptions common to law enforcement.

Perceptions	Response
Officers will be limited in their effectiveness	Officers can still do their job effectively by profiling behavior and characteristics (**criminal profiling**)
Racial profiling is racism	Racial profiling and racism are not the same

Clarifying Concepts (Continued)

Perceptions	Response
Certain races are more likely to engage in criminal activity (e.g., drug dealing, armed robbery, car theft, computer crime, domestic violence, terrorism, etc.)	There are no race-specific crimes. Members of all cultures commit crimes. Actions of some members of a culture should not influence how we view all members of that culture. The majority of all groups are law abiding.
Racial profiling does not really happen	Data indicates when minorities are stopped, they are detained longer and subject to searches more often.

Legal Considerations

State and federal laws address racial profiling and peace officer's legal requirements and obligations.

State Law

Penal Code Section 13519.4 restates existing obligations imposed by the Fourth and Fourteenth Amendments to the United States Constitution. It reinforces law enforcement's obligation not to racial profile and to report situations when discrimination or racial profiling by law enforcement is observed.

Pursuant to *Penal Code Section 13519.4* and for the purposes of *Government Code Section 12525.5*, "stop" means any detention by a peace officer of a person, or any peace officer interaction with a person in which the peace officer conducts a search, including a consensual search, of the person's body and property in the person's possession or control.

Federal Law

The Fourth Amendment of the United States Constitution:

- Protects the peoples' right to be free from unreasonable detentions or searches and seizures, and requires probable cause for warrants to be issued

  The reasonable suspicion or probable cause for detentions or searches and seizures must be:

  - Individualized to a particular person
  - Focused on the person to be stopped or detained
  - Based on the individual being suspected of engaging in unlawful activity

The Fourteenth Amendment of the United States Constitution:

- Requires that peace officers apply the law equally to all people regardless of race, creed, nationality, religious preference, or national origin

  Key concepts of this amendment are:

  - Individualized suspicion cannot be based on race unless race was provided as a specific descriptor
  - When law enforcement efforts focus on one particular ethnic group while ignoring similar unlawful conduct by other ethnic groups, they are violating the Fourteenth Amendment

Case Law

Whren vs. United States provides broad discretion on the part of officers to make pretext stops. An officer may use a traffic violation to investigate the possibility that the driver is engaged in a more serious activity, i.e., weaving out of the lane raises suspicion of driving under the influence. An officer should observe articulable behavior or characteristics to initiate a pretext stop. If the pretext is based solely on race, the stop constitutes racial profiling.

A stop can be legal under the Fourth Amendment yet be illegal under the Fourteenth Amendment.

Criminal Profiling vs. Racial Profiling

Criminal profiling is a legitimate practice based on articulable behaviors or characteristics that can be analyzed and evaluated. Officers must have individualized suspicion based on articulable behavior or characteristics to detain anyone.

Racial profiling occurs when *race alone* is used to predict criminality. Officers can take race into consideration if it is part of a description of an individual involved in a crime. Data and research show that racial profiling is not an effective means of policing. The following table shows some of the ways in which racial profiling can manifest itself.

Race out of place	When a person of a particular race is stopped or detained because he or she is in an area primarily or predominantly comprised of another race.
Race tips the scale	When an officer has two people in two identical situations and the race of one party is used to select which person is stopped or detained.
Inner-city high crime	When an officer works in a predominantly single-race area where the majority of crime is committed by people of a particular race, he or she could form a belief that all people of that race are criminals, and this belief influences the officer’s decision making for enforcement contacts.

Civil Rights

While the genesis of the civil rights movement addressed the rights of African Americans, it continues to evolve, guaranteeing the equal treatment and protection under the law for all races, religions, and genders.

Lessons Learned

The civil rights movement had a profound effect on the nation and law enforcement. A community's experience, history, and heritage can affect how it views law enforcement today. The civil rights movement provided several lessons related to law enforcement practices.

Law Enforcement Practice

The civil rights movement precipitated changes in how peace officers carry out their work. Three notable changes were:

- Desegregation of the law enforcement profession
- Transition from an enforcement approach to community policing
- Establish trust with the communities served

Peace Officer's Role

One of the largest legacies from the civil rights movement was the elevation of a peace officer's role to protect and enforce civil rights for all people. This means:

- There is an expectation from the community of a higher ethical standard for peace officers

Bias-Based Policing as a Human Rights Issue

Failure to recognize and eliminate bias-based policing constitutes human rights issues. Protecting civil rights is not an inconvenience for peace officers; it is the foundation of professional policing.

Bias-based policing is not solely a law enforcement problem. It can be solved through:

- Police citizen partnerships
- Mutual trust and respect

To eliminate bias-based policing, professional peace officers must:

- Recognize and respond effectively to any allegations of bias-based policing
- Accept and carry out their responsibility to maintain public trust through their actions by:
  - Treating each person fairly
  - Explaining why each contact is made
  - Learning about the cultures in their jurisdiction
  - Learning common phrases in languages other than English
  - Not racial profiling
  - Interacting with the community on a non-enforcement basis

Impact of Racial Profiling

Racial profiling negatively impacts everyone. It results in a:

- *Direct impact* on the individual profiled
- *Collective* impact on the entire community
- *Residual* impact on the
  - Officer, which can:
    - Affect credibility
    - Compromise officer safety
    - Impede criminal investigations due to lack of community trust and cooperation
  - Entire criminal justice system, resulting in:
    - Jurors who have been affected by racial profiling
    - A negative perception of law enforcement
    - Officer credibility issues which can result in refusals to file by the prosecution

Community Considerations and Evolving Cultures

For law enforcement, especially, it is important to recognize and respect the key indices that make up different cultures within the community.

Everyone can associate with a culture and in some cases, more than one culture. For example, a female peace officer of Chinese descent could associate with at least three cultures: women, law enforcement, and the Chinese culture. She may also relate to other cultures:

- Every person needs to be recognized as an individual:
  - Without having dispersions cast upon them due to the actions of other members of their culture(s)
- This is true of all people and cultures

Community Considerations and Evolving Cultures (Continued)

Law enforcement itself is a subculture. Its members share values, a way of thinking, behaviors, customs, and even a language. When a member of law enforcement does something illegal, no officer wants to be viewed in the same light simply because of his or her association with the culture.

Policing is an excellent way to build trust and improve relations with the community because communities want to:

- Be involved in law enforcement efforts
- Respect peace officers, and
- Be respected

Community Policing

In the case of policing, officers who understand the dynamic of cultural diversity are more likely to have successful outcomes to their calls for service than officers who have to rely on intuition. An officer who understands the cultural differences within the communities we serve is more likely to be safe than an officer who does not.

Ethical Considerations and Obligations

Peace officers are critical to, and very visible examples of, ethically carrying out responsibilities related to racial profiling. Some ethical considerations for officers include:

- Racial profiling runs counter to the type of policing California agencies want to do
- It is every officer's obligation to prevent, report, and respond to discriminatory or biased practices by fellow officers *(Penal Code Section 13519.4(h)(4)* - Duty to Report)
- The change in the community's perception about racial profiling will not take place with policy, but as a result of individual officers' actions
- Peace officers are sworn to protect and defend the Constitution of the United States, which ensures equality and justice for people

Leadership

Individual leadership plays an important role in law enforcement's handling of ethical considerations and obligations regarding racial profiling. Leaders:

- Stand up for what they think is right and influence others to do the right thing
- Know their agencies' direction and focus, and follow that direction
- Remember who they serve and how they should serve them
- Recognize that everyone has biases, and that while they can't control what others think, they can control actions based on their own biases
- Always act within the law (Fourth and Fourteenth Amendments), and serve community members equally and fairly
- Know that it is easy to "justify" any pretext stop; however, they also know that ethical decision-making demands recognizing one's biases and choosing not to act out of those biases in selecting who is stopped and how the law is enforced
- Have the courage to confront when unethical behavior occurs
- Hold themselves to higher ethical standards
- Help their agencies in supporting ethical behavior and legal obligations not only because of civil liability concerns, but because supporting this direction is the right thing to do; it is what the United States was founded upon: justice for ALL people

Continuing Evolution

Recognition of civil and human rights will continue to evolve as federal and state governments continue to recognize sources of prejudice and discrimination.

CHAPTER SYNOPSIS

Learning Need

Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.

Stereotype [42.02.1]

A stereotype is a preconceived or over-simplified generalization involving negative or positive beliefs about another group.

Dangers of Stereotyping [42.02.2]

Stereotyping can mean not only *ascribing differences* to other groups but can also result in *making a judgment* (positive or negative) based on those perceived differences.

Prejudice and Discrimination [42.02.3, 42.02.4]

Prejudice is a prejudgment or point of view about a person or group of individuals that is usually formed before the facts are known.

Discrimination is an *action or behavior* that is prompted or based on prejudiced thought.

Racial Profiling and Racism [42.02.7]

Racial profiling is when race alone is used as a predictor of criminal behavior.

Racism is when behavior or actions are motivated by hatred or a sense of superiority.

Legal Consideration [42.02.8]

Peace officers have an obligation:

- Not to racial profile
- To report when discrimination or racial profiling by law enforcement is observed

Landmark Events in Civil and Human Rights [42.02.6]

Civil and human rights changed and broadened in the 20th century and continue to evolve in the 21st century. Recognition of human rights within the United States has been evolving from the time the country was formed.

Impact of Racial Profiling [42.02.9]

Racial profiling negatively impacts everyone.

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. Using your own words, define the following terms. How are they similar to each other? How are they different? Give an example of each.

Term	Similarities/Differences	Examples
Stereotype		
Prejudice		
Racism		
Racial Profiling		

Activity Questions (Continued)

2. Look back at the answers and descriptions you wrote for the Workbook Learning Activities in Chapter 1 of this workbook. How many of your responses were based on stereotypes (positive or negative) or personal prejudices?

3. Think about your own commonly held stereotypes (positive or negative) regarding the following groups. What were the sources or influences that led to their development? Was there a particular experience that helped form a stereotype? Is there any factual basis for continuing to rely on the stereotype? How would you defend the stereotype if it were challenged by another person?

    - Pacific Islanders
    - New Yorkers
    - Latino/Hispanic Americans
    - Gays and Lesbians
    - Senior citizens
    - Middle Eastern individuals
    - Native Americans
    - Teenagers
    - The opposite gender
    - Law enforcement officers
    - People with disabilities

Activity Questions (Continued)

4. Describe your *first* contact with a peace officer in that individual's official capacity (i.e., issuing you a speeding ticket, etc.). What preconceived perceptions and stereotypes did you have regarding officers before this encounter? Did you maintain those same beliefs after the contact? If they changed, were they for the better or worse? Explain your answers.

5. You and your partner are having a discussion when an African American male approaches and interrupts. He is obviously very excited, out of breath, and is having difficulty describing what he has just seen. Your partner, who is Anglo American, responds to the man in slang dialect and says, "Hey man, settle down Homey. Jus' take a breath an' tell us what you want, Bro'." What would you do? Would you say anything to the man? If so, what? Would you say anything to your partner? If so, when and what?

Activity Questions (Continued)

6. At roll-call briefing, you receive information about several complaints by community members about drug activity in the vicinity of Main and Grove Streets. The description of the individual reported to be possibly selling narcotics is male Hispanic, 18-25 years of age.

   While on patrol, you observe a male Hispanic about 20 years of age, standing on the corner of Main and Grove Streets with his hands in his pockets. What would you do? If you opt to contact him, what will you say to him? What are your articulable behaviors and characteristics to warrant a legal stop or detention?

Chapter 3
Effective Law Enforcement Contacts

OVERVIEW

Learning Need

Peace officers must recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.

Learning Objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• Explain strategies for effective communication within a diverse community, including: - Verbal communication - Active listening - Nonverbal communication	42.03.2 42.03.3 42.03.4
• Describe positive officer behaviors during contacts with members of a cross-cultural community	42.03.5
• Discuss articles of faith that can be interpreted as a weapon, including: - Identification of the article - Proper handling and respect for the article	42.03.6

In This Chapter

This chapter focuses on peace officers' actions and behaviors that can enhance their interactions with the members of an intercultural community. Refer to the chart below for specific topics.

Topic	See Page
Cross-Cultural Communication	3-3
Cross-Cultural Contacts	3-11
Chapter Synopsis	3-21
Workbook Learning Activities	3-22

Introduction

All forms of communication involve a sender (speaker) and a receiver (listener). Effective communication between the sender and the receiver can be strained under stressful conditions, even between two people with a shared cultural background. Communication between a sender and receiver from different cultural backgrounds and no apparent common ground can be strained or unnatural and lead to misunderstandings and communication breakdowns.

Benefits of Developing Appropriate Skills

A primary goal of peace officers is to obtain complete and accurate information in a safe manner. Officer conduct and actions when first making contact with an individual with a different cultural background can serve to either enhance or hinder this process.

Developing appropriate contact and communication skills can:

- Improve the quality of the information gathered from the individual
- Enhance cooperation of the individual and other members of the community
- Increase officer confidence and professionalism
- Demonstrate a caring attitude
- Enhance officer safety
- Reinforce a positive image of law enforcement within the community

Verbal Language Skills

In an ideal environment, assigning increasing numbers of bilingual officers to these areas would be preferable. Realistically, this may not be possible. Individuals who do not speak English may not understand why they are being stopped or approached by a peace officer. They may be unfamiliar with the legal system and unaware of their rights.

When attempting to communicate with an individual who speaks little English or for whom English is a second language, officers should:

- Be patient
- Speak slowly and clearly
- Speak at a normal volume (speaking louder will not help comprehension)
- Face the person they are addressing (even when using a translator)
- Use short, simple sentences
- Pause frequently
- Allow enough time for the person to formulate responses
- Repeat statements or questions in different ways, if necessary
- Use gestures, actions, or written text to aid understanding
- Provide feedback and encouragement
- Summarize what the individual is saying to check comprehension

Additional Cultural Considerations

The following table identifies a number of additional issues for officers to consider when communicating verbally in a cross-cultural situation.

Consideration	Additional Information
Speak with the appropriate person	• In certain situations, it is more effective to obtain initial information from the head of the family or from a respected community leader • Maintain visual focus on the person of authority if using another person for translation purposes
Allow time to build rapport and trust	• It may be necessary to establish and maintain an appropriate level of trust before an individual will be willing to share information • Attempting to rush may reduce an individual's willingness to cooperate
Information may be expressed in different ways	• Not all cultures communicate in a linear manner (one point at a time in chronological order) • Officers may be required to ask additional questions to ensure their own understanding of what is being said
Understand the meaning of "yes"	• Answering a question with "yes" may be a sign of respect or courtesy rather than a confirmation of a fact • Open ended questions will help the officer recognize whether or not the individual understands what is being asked

Inappropriate Verbal Communication

Certain forms of communication can contribute to a negative response from a cross-cultural community and must be avoided. The following table identifies a number of these.

Use of...	by officers can...
Profanity	• Have a negative effect on the professional image of the officer
Derogatory or offensive terminology	• Detract from professional effectiveness • Make individuals reluctant to cooperate • Demonstrate a lack of cultural, racial, or ethnic awareness • Indicate a lack of sensitivity for the feelings of others
Law enforcement jargon	• Cause confusion and mistrust • Be demeaning to the individual

Active Listening

Communication involves not only speaking but also listening. In times of stress and when interacting with an individual with limited skills in the English language, taking the time and effort to actively listen is even more critical.

Active listening involves deliberate and conscious concentration on the part of the listener on:

- What is being said
- How it is being said
- Why it is being said

NOTE: Active listening on the part of the officers also aids in ensuring officer safety. Officers are required to become more aware of the individual with whom they are interacting.

Steps to Active Listening

The following table identifies the four primary steps of active listening.

Step	Action
1	• Remain open minded, unbiased, and ethical
2	• *Listen* carefully to the context of the message • Ask the individual to slow down or repeat the message if necessary
3	• Interpret the message by considering how and why it was said. • The meaning may not be only in the words that were said but in the nonverbal communication
4	• Act appropriately

Nonverbal Communication

In a situation involving cross-cultural communication, nonverbal communication can constitute an even greater role than it does with individuals with the same cultural background. It is also an area where variations in meaning can be the greatest.

The following table identifies factors for consideration regarding one's own and another individual's nonverbal messages, which may also compromise officer safety.

Element	Consideration	Example
Gestures	• Many common gestures could be offensive to individuals from other cultural backgrounds	Signaling a person to "come here" using a hand signal with the back of the hand up can be insulting to some Asian and Latin Americans
Facial expressions	• Facial expressions may have very different meanings depending on the cultural background of the individual	In some cultures, individuals respond to loss of face or shame by smiling
Body positioning	• The amount of space or "comfort zone" between individuals can vary depending on acceptable practices of different cultural groups • Officer's should be aware of their body language	Individuals from a Middle Eastern culture may attempt to move closer when speaking with an officer Crossing your arms or looking at your watch could imply you don't care

Nonverbal Communication (Continued)

Element	Consideration	Example
Eye contact	• It may be disrespectful in some cultures to maintain direct eye contact with an authority figure such as a peace officer.	In certain Asian cultures, children are taught to look down when being spoken to by an adult.

NOTE: Although the examples given in the above table all pertain to cultural groupings based on ethnicity, officers should be aware that nonverbal communication can vary based on numerous other factors (e.g., religion, gender, stages of assimilation, developmental disabilities such as autism, etc.).

Examples

Example: An officer stopped to check a vehicle pulled over to the side of the road. The officer was able to determine that the driver was an older Korean woman who appeared to be upset at the sight of the officer approaching her car. She began speaking in broken English and pointed to a piece of paper with an address on it. The officer determined that the woman was lost. The officer spoke to the woman in a slow, calm manner and convinced her to follow him to a nearby Korean business. He spoke to the owner who gladly helped the officer by translating the officer's directions for the woman. Because of the officer's extra efforts and reassuring nature, the woman no longer feared peace officers.

Examples (Continued)

Example: An officer responded to a call regarding a suspicious boy who had been sitting on the edge of a fountain at the entrance of a local museum. The boy failed to respond when the officer spoke to him. As the officer approached the boy, she saw that he was rocking back and forth and wringing his hands. The boy avoided any eye contact and did not appear to be aware of the officer's presence. The officer thought that the boy might be autistic. She did not attempt to touch him. The officer attempted to identify the boy and contact family members.

Example: An officer pulled over a vehicle for speeding in a residential area. The officer was able to determine that the occupants of the car, a woman, a man, and two children, were Hispanic. Even though the woman was driving and could speak English, she would not respond to the officer's questions and would only speak to the man in the car. Rather than attempting to speak with her further, the officer addressed questions to the man, who was the authority figure of the family. The officer completed the stop without incident.

Introduction

A professional peace officer possesses integrity and demonstrates behaviors that encompass a respect for human dignity, concern for human rights, and recognition of the value of diversity.

Expectations of Law Enforcement

Members of cross-cultural communities use a variety of criteria to evaluate how well officers meet that community's expectations. These criteria are a mixture of perceptions and objective measures, such as response time.

The table below shows several of the criteria that members of a community use to evaluate officers, as well as ways officers demonstrate performance within these criteria.

Criteria	Examples

Use of time and equipment	• Response time to:
	  - Crimes in progress
	  - Emergency calls
	  - Other calls for service
	• Level of response
	• Responsible driving habits

Officer behavior	• Demeanor, respectful attitude • Treatment of members of the community (i.e., fair, impartial) • Moral and ethical standards • Judgement • Use of force • Empathy as a trait of a leader

Expectations of Law Enforcement (Continued)

Criteria	Examples

Problem-solving and conflict resolution skills	• Community policing
	• Understanding changing diversity trends within the community
	• Sensitivity to community needs, expectations, and goals
	• Active community participation
	  - Public education activities
	  - Cooperative problem-solving ventures between the community and agency
	• Crime prevention
	  - Neighborhood watch
	  - Recognition of crime problems
	• Recognition of non-law enforcement situations (e.g., street repairs, lack of recreational facilities, lighting conditions)

Issues of Legality

Groups representing different cultural backgrounds may differ in their understanding of the "legality" of specific actions or behaviors. They may also question a law enforcement officer's authority to intervene.

Officers need to be aware of these perceptions and take appropriate steps to educate individuals regarding the law.

A given cultural group may believe that:

- Substantive corporal punishment of a child is permissible and appropriate when administered by a parent as a form of discipline
- Criminal victimization should not be reported to law enforcement, but should be handled strictly "within the group" or as a "family matter"

Intragroup Variations

There is no simple list of “do’s” and “don’ts” for officers to memorize when dealing in an official capacity with individuals from differing cultural backgrounds. Such an approach cannot be used because generalizations can be proven erroneous and therefore counterproductive.

Varying dimensions of diversity exist among members of the same cultural group. These variations can include, but are not limited to:

- Generational differences (i.e., first, second, third generation)
- Economic differences
- Differing levels of education
- Varying religious beliefs
- Work experience and backgrounds
- Age differences
- Physical or developmental disabilities of members within the community

Faith-Based Issues

Freedom of religion is a cornerstone of civil rights. All people have the right to practice their religion without fear or interference. When contacting people in the field or entering a private home or entering a place of worship, officers may see religious artifacts that could include but are not limited to the following:

- Symbols
- Books
- Altars
- Prayer rugs
- Shrines
- Pictures or statues of religious figures
- Turbans

Officers should be respectful of any articles or areas that are used for prayer or worship. Depending on the circumstances, it may be appropriate to remove their shoes or head covering when entering the building or areas of worship.

Identification and Handling

As part of their religious practices, some people may carry items that appear to be weapons. Members of the Sikh faith carry a dagger in a sheath that is known as a “kirpan”. The “kirpan” is often carried on a shoulder strap hanging off to one side or may be sewn into the clothing. This is one of the five symbols of their faith that are carried on their person. If it is necessary for an officer to remove the “kirpan” from the person, if possible, they should:

- Treat the “kirpan” with respect
- If safe to do so, do not place the “kirpan” on the ground or in the dirt
- Return the item to the owner in the same condition as when you removed it
- Take time to explain your actions

Officer safety is always the foremost and should not be compromised.

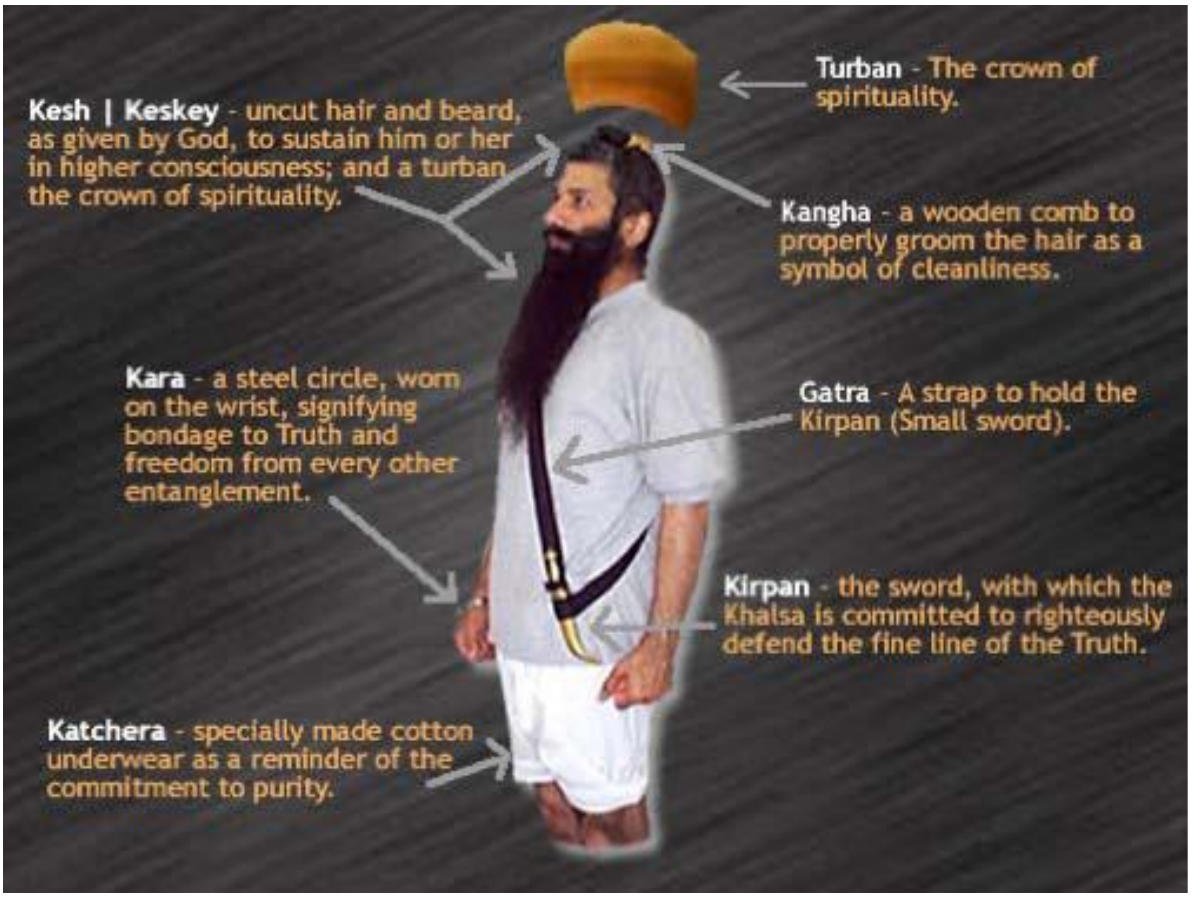

Image courtesy of Vicky Singh, Sikhsangat.com

Reassurance

If a cursory search or arrest of a Sikh is required (for reasons independent of those pertaining to the articles of faith), this is suggested initial contact prior to a cursory search:

- Circumstances permitting, the officer should inform the person what he is going to do and why
  - I need to conduct a cursory search
  - My intention is not to remove the turban
  - I understand that this is an article of faith I will be respectful of it, but we need to do this
  - I'm patting it down to make sure there's nothing there that could jeopardize my safety or the safety of others around us, including you

Cursory Search

How do you conduct a cursory search of a turban?

- You are being detained for _____ and I need to conduct a cursory search
- My intention is not to remove the turban
- I understand that this is an article of faith and I will be respectful of it, but for your safety and mine I need to conduct the search
- I will not pull or dislodge the turban, and will avoid aggressively handling the turban (during a cursory search it should not come off)
    - Removing the turban is akin to a strip search for Sikhs and should not be done unless a strip search is warranted. There should be probable cause to arrest and whenever possible the removal should be done in private. Retying the turban could take up to 15 minutes.

Identification of Items

What can an officer expect when requesting for, or searching the turban?

- The top knot of hair feels like a small bun
- A small comb
- Hairnet/string that holds up the beard and is tied atop the head
- Silai –a pen shaped object like a small knitting needle used to tuck hair into turban; used occasionally
- Layers of cloth
- A second layer of cloth beneath the turban, which is sometimes called an under turban
- A couple of small pins to hold the turban closed
- All of these items that may be felt in the turban are small and generally flat or near flat grooming items
- As in all pat searches the officer should provide an explanation of why the pat search is in order, this will prevent the person from feeling they are targeted for their religion

Identifying the Presence of a Kirpan

What is the process for identifying whether the Sikh is carrying a kirpan?

- A Sikh of either gender who carries a kirpan is likely to be carrying the 4 other visible articles of faith, i.e., long beard/hair, a head covering, a steel or iron bracelet, and a small comb
- The officer should ask if the Sikh is carrying a kirpan before beginning the search. The kirpan may be visible over the clothing or under a jacket and is generally worn in a shoulder strap worn diagonally over the body or around the waist

Knife vs. Kirpan

What is the process for identifying something as a kirpan instead of a knife or other item?

- The item will typically be sheathed and often has a curved tip upward
- The most common kirpan is generally 6-9 inches long
- Most kirpan are not sharp and may be sewn into the sheath

Conducting Search with Kirpan Present

How would an officer conduct a cursory search with someone if he/she was carrying a kirpan?

- The pat down should be conducted meeting agency standards, as with any search the officer must have proper legal authority to conduct search
- Because the kirpan is a religious item, treat it with respect

Removal of Kirpan

If the person needs to be detained or arrested, what should be done with a kirpan (if it cannot be left on the person)?

- Typically, the kirpan is easily removed by taking it directly out of the shoulder strap
- If the kirpan is worn under the clothes, agency policy should be followed regarding searching persons of the opposite gender, if possible, the removal should be conducted in a private place
- Once removed the kirpan should be kept in a respectful, clean place away from dirt and off the floor/ground

General Guidelines

Effective law enforcement contacts with members of differing cultural groups cannot be reduced to a “recipe-style” approach. Peace officers should remain ethical and apply certain behaviors consistently with all members of the community. By doing so, officers continue to reinforce their role as a leader.

Officers should:

- Make a conscious effort to recognize and challenge their own stereotypes and prejudices that could affect their behavior
- Capitalize on the availability of resources such as language lines and translator services when they would aid in the performance of their duties
- Continuously recognize and learn about specific cultural, racial, and ethnic groups that are represented in their jurisdiction. Considerations should include, but are not limited to:
  - History of the group
  - Values and customs
  - Religious conventions
  - Language (at least at a very basic level)
  - The group’s attitudes toward law enforcement
- Look for opportunities to educate the community regarding how law enforcement works
- Establish cultural building blocks between officers and members of the community such as:
  - Acting as mentors
  - Providing ride-a-longs
  - Supporting youth programs and athletic groups
  - Serving on community advisory boards

Example

Example: A peace officer responded to a family dispute in a Hispanic neighborhood. When the officer approached, a woman came to the front door. The officer tried to talk to the woman, but she did not respond and looked away. The officer, observing a man in the room, addressed him in Spanish, asking permission to enter the house. The man agreed and the officer entered the house. Knowing it was important to show respect to the man in his home, the officer maintained a calm, non-judgmental attitude while questioning him. The incident was settled peaceably after it was determined that no crime occurred.

Example: Peace officers investigating a series of burglaries in a Vietnamese neighborhood suspected that three Vietnamese gang members were involved. The investigating officers enlisted the assistance of a Vietnamese American peace officer from another unit. This officer used his knowledge of the culture to question one suspect, using phrases such as, “Let’s not shame our family,” and “What about your parents?” The officer obtained a statement from the suspect, which implicated the other gang members.

Learning Need

Peace officers must recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.

Effective Verbal Communication [42.03.2]

When attempting to communicate with an individual who speaks little English or for whom English is a second language, officers should:

- Be patient
- Speak slowly and clearly
- Speak at a normal volume (speaking louder will not help comprehension.)
- Face the person they are addressing (even when using a translator)
- Use short, simple sentences
- Pause frequently
- Allow enough time for the person to formulate responses
- Repeat statements or questions in different ways, if necessary
- Use gestures, actions, or written text to aid understanding
- Provide feedback and encouragement
- Summarize what the individual is saying to check comprehension

Active Listening [42.03.3]

Active listening involves deliberate and conscious concentration on the part of the listener.

Nonverbal Communication [42.03.4]

In a situation involving cross-cultural communication, nonverbal communication can constitute an even greater role than it does with individuals with the same cultural background.

Guidelines for Officer Behavior [42.03.5]

Effective law enforcement contacts with members of differing cultural groups cannot be reduced to a “recipe-style” approach. Peace officers should remain ethical and apply certain behaviors consistently with all members of the community. By doing so, officers continue to reinforce their role as a leader.

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. Recall a recent situation where you attempted to interact with an individual from a different cultural background than your own. Describe any of the barriers to effective communication that you experienced. How did you overcome them?

2. You have stopped a vehicle because of a faulty taillight. The driver of the vehicle is angry and states, “You stopped me just because I’m _____!” Describe how you would handle the situation. What would you say to the person?

Activity Questions (Continued)

3. You are called to J.F. Kennedy Middle School on a report of a weapon on campus. In the principal's office, you encounter an adolescent male student wearing a leather sheath attached to his belt. The sheath holds a silver dagger. When asked, the student tells you that he is a Sikh, and that the dagger is a religious symbol. Wearing a dagger is an accepted practice in his country. What actions, if any, would you take? Please explain.

4. Your coworker on patrol asks to speak with you about an upcoming department party. He tells you, "I am gay and I don't feel comfortable attending. Do you think I should bring my partner?" How would you respond to this question? What are the issues presented? What work conditions keep people from being comfortable with their sexual orientation and gender identity? How do organizations include, exclude employees?

Chapter 4
Sexual Orientation and Gender Identity

OVERVIEW

Learning Need

Peace officers need to recognize and respect the complexities of sexual orientation and gender identity and develop the skills necessary to understand, effectively communicate, and respond to the needs of the community and law enforcement workplace.

Learning Objectives

Discuss the difference between sexual orientation and gender identity, and how they intersect with:

After completing study of this chapter, the student will be able to:	Objective ID
• Discuss the difference between sexual orientation and gender identity, and how they intersect with each other, race, culture, and religion	42.04.10 42.04.11
• Define the terminology used to identify and describe the difference between sexual orientation and gender identity	42.04.12
• Discuss ways to create an inclusive workplace within law enforcement for sexual orientation and gender identity minorities	42.04.13
• Identify important moments in history related to sexual orientation and gender identity minorities and law enforcement	42.04.14

In This Chapter

This chapter focuses on recognizing and respecting the complexities of sexual orientation and gender identity and developing the necessary skills to respond to the needs of the community. Refer to the following chart for specific topics.

Topic	See Page
Sexual Orientation and Gender Identity	4-3
Terminology	4-5
Inclusive Workplace within Law Enforcement	4-7
Important Moments in History	4-11
Chapter Synopsis	4-13
Workbook Learning Activities	4-14

SEXUAL ORIENTATION AND GENDER IDENTITY

Introduction

Peace officers should be aware of the differences between sexual orientation and gender identity and how they intersect with each other, race, culture, and religion.

Sexual Orientation and Gender Identity

Sexual orientation and gender identity are two independent aspects of a person. Both of these identities are innate, and each has a spectrum. Not all people identify as either straight or gay, male or female. There are many variations of sexual orientation and gender identity along these spectrums. People may realize their sexual orientation and gender identity at almost any age and decide to share this aspect of their identity by "coming out."

Much like eye and hair color, who you are attracted to is not a choice. Sexual behavior, however, is a choice. In other words, you may find another person attractive, but decide not to act on that attraction.

A male or female gender designation is commonly assigned at birth based on genitalia. This is usually referred to as assigned sex at birth. The majority of people develop a gender identity that is consistent with their assigned sex at birth. Some people develop a gender identity that varies from their assigned sex at birth. In some cases, the inconsistency of gender identity from assigned sex at birth is so significant that the person decides to change personal attributes to match their gender identity. These changes may include name, pronouns, clothing, hairstyle, behavior, and anatomy. A legally recognized change of gender does not require a change of anatomy.

Sexual orientation and gender identity minorities exist in every race, culture and religion. The traditions of some races, cultures, and religions may impact one's ability to "come out" as a sexual orientation and/or gender identity minority. This is especially true in communities of color, conservative religions, and regions of the state where these groups are dominant.

Peace officers may be called to mediate family disputes involving matters of sexual orientation and gender identity. In order to understand and resolve these conflicts, peace officers should consider the significant influence that culture and religion can have on how family members accept or reject other family members. For example, a child who identifies as a sexual orientation and/or gender identity minority may not feel safe at home. They may run away and become homeless. Forty percent of youth experiencing homelessness identify as a sexual orientation and/or gender identity minority (UCLA Williams Institute, July 2012 and University of Chicago, November 2017). Additional studies have shown consistent results over time.

Introduction

Law enforcement officers should have a working knowledge of the terminology related to sexual orientation and gender identity minorities.

Biological Sex

Biological sex is used to classify an individual as male, female, or intersex. Intersex is a word used to describe an individual having both male and female characteristics and/or reproductive organs at birth. This condition may not become apparent until later in life, such as during puberty.

Sexual Orientation

Sexual orientation is a person's physical, emotional and romantic attraction to people of the same and/or other gender. For example, straight, gay, lesbian, and bisexual.

- Straight: A person attracted to a person of the opposite gender
- Gay: A person attracted to a person of the same gender
- Lesbian: A woman who is attracted to another woman
- Bisexual: A person who may be attracted to persons of either gender

Gender Identity

Gender identity is a person's sense of being male, female, or something other or in-between. This is regardless of the sex assigned at birth. Gender identity is not the same as gender expression or sexual orientation.

- Transgender: A person whose personal identity and gender is different than their sex assigned at birth
- Cisgender: A person whose personal identity and gender corresponds with their birth sex
- Non-binary: A person who does not identify exclusively as male or female. For example, non-binary, which is being used as a sex classification by the Department of Motor Vehicles (DMV) as of January 1, 2019

Gender Expression

Gender expression is the way a person expresses themselves, typically through their name, pronouns, appearance, clothing, haircut/hairstyle, behavior, etc. For example, masculine, feminine, or gender non-conforming.

It is important not to assume an individual's gender simply based on their appearance. One's gender identity and/or gender expression have nothing to do with one's sexual orientation and gender identity.

What about the "Q"?

What about the "Q"? The "Q" includes individuals who identify either as questioning or queer. Questioning is to be unsure of or re-examining one's sexual orientation and/or gender identity. For those who embrace the term "queer", it can be used as an umbrella term for those who do not wish to categorize their sexuality and/or gender based on binary systems. It is important to note "queer" has been used as a slur to bully and harass. With this historic and current level of nuance, Members are strongly advised to use caution when the word "Queer" is being used, the context, and or paraphrasing to avoid misunderstandings (i.e., The perception of a police officer calling someone "Queer", may be very different than a "Queer" person calling themselves "Queer".)

The following terms should be avoided because they may be considered offensive: homosexual, homo, transvestite, transsexual, he/she, it, shim, or tranny. The terms sexual preference and lifestyle should also be avoided as they both imply the presence of choice when there is no choice.

INCLUSIVE WORKPLACE WITHIN LAW ENFORCEMENT

Introduction

Peace officers should have a working knowledge of what it means to have an inclusive workplace within law enforcement for sexual orientation and gender identity minorities.

Demonstrating Respect for Diversity

In order to establish and promote an inclusive workplace within law enforcement, coworkers should treat each other with mutual respect and consideration. This requires an awareness of the various sexual orientation and gender identities that could be held by employees. Some of the most basic ways to show respect are:

- Use their correct name and pronoun
- Ask them respectfully and privately if unsure
- Treat all employees equally
- Validate personal relationships regardless of sexual orientation and gender identity

Intentionally or repeated misgendering or misnaming a coworker (i.e., say “she” when they self-identify as “he”) or call them by their old name (“dead name”) is highly inappropriate, could be a violation of privacy, and possibly discriminatory.

Names and titles change for a variety of reasons throughout a career such as name changes due to marriage and divorce or religious conversion. Just as an officer who promotes to sergeant must be referred to as sergeant, so too should a person who has changed their name be referred to by their new name.

Recognizing Personal Bias and its Potential Negative Effect on Workplace Conduct

Individual values and personal beliefs may conflict with another's sexual orientation and/or gender identity. These values and beliefs do not necessarily need to be abandoned, but they never permit discourtesy or impoliteness towards co-workers.

Be aware of demeaning language and phrases related to sexual orientation and gender identity that can be offensive or harmful to co-workers. An expectation of a law enforcement professional is to speak up if you witness derogatory behavior or hear comments targeting another employee based on sexual orientation and/or gender identity. All employees deserve to be treated respectfully.

Honoring the Right to Privacy and Confidentiality

It is important to understand that all private conversations amongst coworkers regarding sexual orientation and gender identity should remain confidential. All employees have the right to determine the extent to which their sexual orientation and gender identity is disclosed.

If you have questions about sharing such information, ask yourself, "What legitimate purpose does sharing this information serve in the workplace?" Inadvertent disclosure of sexual orientation and gender identity information could lead to discrimination and harassment. Avoid participation in gossip and rumoring about coworkers and other forms of inappropriate and unprofessional behavior.

Not Making Assumptions

Avoid making assumptions about your co-workers, especially based on stereotypes related to appearance, body language, and other personality attributes

Understanding Reasons Why Employees May Not Report Incidents of Harassment/Discrimination

Employees may be reluctant to report harassment/discrimination due to:

- Fear of being perceived as physically, mentally, or emotionally incompetent for law enforcement
- Fear of "**outing**" oneself due to the reporting process
- Potential loss of promotion or specialty assignment
- Embarrassment
- Fear of retaliation or increased harassment
- Not wanting to get offender in trouble
- Belief that supervisors or coworkers condone or minimize the behavior
- Lack of confidence in the process
- Fear of perceived association

Law enforcement employees can create an inclusive workplace by honoring the use of their identified pronouns, supporting coworkers when they "come out", and treating same-sex relationships as all others.

Examples

Consider what a bigoted *suspect* may do after hearing such private information

What is the proper pronoun to use when addressing a person whose gender is *unknown* to you?

Scenario

When a title is unknown or unclear, the officer can omit using gendered titles or they can ask how the person would like to be referred to as.

- Some nonbinary individuals prefer to be referred to as they, them, or their in the singular. Another route is referencing them by name alone.

What is the proper pronoun to use when addressing a person who may be a ***transwoman*** **(a person assigned male at birth that transitions to female)**?

Now consider how this scenario could change if other people are in earshot of this conversation (i.e., coworkers or strangers walking by...).

Introduction

Identify important moments related to sexual orientation and gender identity minorities, and law enforcement.

Protests

For much of the 20th Century, sexual orientation and gender identity minorities were considered criminals and deviants by law. Law enforcement would routinely target establishments specifically because they were frequented by the LGBTQ community and make arrests based on these discriminatory laws.

In the early morning hours of June 28, 1969, police conducted a raid on the Stonewall Inn, a New York City bar catering to LGBTQ clientele. The event turned into a violent protest and led to a seven-day long series of riots. The Stonewall Riots are largely considered the start of the LGBTQ civil rights movement in the United States. One year later, the first LGBTQ protest marches took place in New York, Los Angeles, San Francisco, and Chicago, commemorating the memory of the Stonewall Riots. These protest marches have evolved into pride parades, festivals, and marches, which take place in major cities all around the world.

Changes in Law

In 2003, the U.S. Supreme Court declared sodomy laws unconstitutional across the entire 50 states.

In 2009, President Obama signed the Matthew Shepard and James Byrd, Jr. Hate Crimes Preventions Act into law. The Act was named for two men who were murdered; Matthew Shepard because he was gay and James Byrd, Jr. because he was Black. The new law expanded previous hate crime legislation to officially include crimes motivated by actual or perceived gender, sexual orientation and gender identity, and disability.

In 2015, the U.S. Supreme Court declared same-sex marriage a Constitutional right nationwide.

Defining Moments

In 1973, after years of studies, analysis, and changing cultural attitudes, the American Psychiatric Association removed homosexuality from the official list of mental illnesses. Similarly, in 2013 Gender Identity Disorder was removed.

During the 1980's and 1990's, the AIDS epidemic devastated the LGBTQ community. As thousands of people died from the virus, fear spread throughout the country. First responders had little information about how the virus was contracted and this dramatically affected the way law enforcement responded to calls for service.

In 1999, the Transgender Day of Remembrance (November 20) was founded to honor those who have been murdered, and continue to be murdered, as a result of transphobia. In a 2015 California Transgender Survey of 3,453 people, 55% of the respondents reported experiencing high levels of mistreatment and harassment by police in the past year. This included being verbally harassed, repeatedly referred to as the wrong gender, physically assaulted, and sexually assaulted. Many also reported being forced by officers to engage in sexual activity to avoid arrest. Fifty-six percent of respondents said they would feel uncomfortable asking the police for help if they needed it.

On June 12, 2016, an armed suspect entered Pulse, a popular LGBTQ dance club in Orlando, Florida. The suspect murdered 49 people and injured 50 more. At the time, this incident was the worst mass-shooting in U.S. History.

CHAPTER SYNOPSIS

Learning Need

Peace officers need to recognize and respect the complexities of sexual orientation and gender identity and develop the skills necessary to understand, effectively communicate, and respond to the needs of the community and law enforcement workplace.

Sexual Orientation and Gender Identity [42.04.10, 42.04.11]

Sexual Orientation and Gender Identity are independent of one another and require a foundational understanding of each. In order to effectively respond to LGBTQ community needs, peace officers must be aware of how sexual orientation and gender identity relate to race, culture, and religion.

Terminology [42.04.12]

With the developing construct and shifting usage of terminology within the LGBTQ community, it is necessary that peace officers recognize and use appropriate vocabulary when communicating with members of the LGBTQ community.

Inclusive Workplace within Law Enforcement [42.04.13]

Workplace inclusion is creating a workplace environment where all individuals are treated fairly, with dignity and respect, and have the opportunity and resources to contribute fully to the success and mission of the organization regardless of sexual orientation and gender identity.

Important Moments in History [42.04.14]

Important historical events related to the LGBTQ community have created significant changes in federal, state, and local laws.

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. You are called to a residence regarding a family dispute. The reporting party is the wife/mother who states that she and her husband were just told by their 17-year-old son that he is gay. The husband became irate and threw a beer bottle across the room away from her and their son. What officer safety considerations do you have before and during the contact? What actions would you take to de-escalate the situation? What considerations do you have regarding this family dynamic that might help resolve the dispute?

2. You walk into the briefing room and observe two of the senior officers making jokes about an officer who is not in the building. You realize that they are making inappropriate jokes about the officer's sexual orientation that can be heard down the hallway. What actions, if any, would you take? What notifications, if any, would you make?

Chapter 5
Hate Crimes

OVERVIEW

Learning Need

Peace officers need to have a lawful basis for recognizing criminal acts as hate crimes and understand the impact of such crimes on victims and communities.

Learning Objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• State the legal definition of a hate crime based on the Penal Code	42.05.08
• Classify the crime and the elements required to arrest for: - Desecrating religious symbols - Interfering with religious freedom - Terrorizing another • Interfering with an individual's civil rights	42.05.09
• Explain the legal rights and remedies available to victims of hate crimes based on federal law and civil code	42.05.10
• Describe the impact of hate crimes on victims, the victims' families, and the community	42.05.11
• Discuss the indicators of hate crimes	42.05.12
• Explain considerations when investigating and documenting incidents involving possible hate crimes	42.05.13

In This Chapter

This chapter focuses on peace officers' responsibilities in dealing with hate crimes. Refer to the chart below for specific topics.

Topic	See Page
Laws Related to Hate Crimes	5-3
Federal and Civil Actions Related to Hate Crimes	5-9
Impact of Hate Crimes	5-14
Investigation and Documentation of Hate Crimes	5-18
Chapter Synopsis	5-28
Workbook Learning Activities	5-30

Introduction

California's changing demographics have been accompanied by an increase in intergroup conflicts. Hate crimes are regarded by law enforcement as civil rights violations and as terrorist acts against individuals or specific groups.

Definition

A **hate crime** is defined in *Penal Code Section 422.55* as:

- A criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim:
  - Disability
  - Gender
  - Nationality
  - Race or ethnicity
  - Religion
  - Sexual Orientation
  - Association with a person or group with one or more of these actual or perceived characteristics

NOTE: *Penal Code Section 422.55(b)*"Hate crimes" includes, but is not limited to, a violation of *Penal Code Section 422.6*.

NOTE: When an individual or group commits a crime motivated by two or more criminal extremist views, the acts would be considered **multi-mission criminal extremism**. An example would be a bombing of a government welfare office that has a high-minority clientele by someone motivated by hatred of the government and hatred of the particular racial group. In this case, the anti-government extremist crime and hate crimes create multi-mission criminal extremism.

Crimes that are Often Hate Crimes

Certain hate crimes identified within the penal code can stand alone or be recognized as the more specific crime listed within a crime report. The following table identifies a number of hate crimes that stand alone.

	Crime Elements	Crime Classification	Penal Code Section
Desecrating religious symbols	• Burning a cross or other religious symbol • On the property of another • Without that person's consent • Knowing it is a religious symbol, *or* • displaying a Nazi swastika or other symbol • Hanging of a noose • For the purpose of terrorizing another	Misdemeanor and felony applications	*11411*
Interfering with religious freedom	• Any person who - With intent to cause - Attempts to cause, or - Causes another • Person to refrain from exercising that person's religion • By means of threat directly communicated • To commit an unlawful injury, or • To reasonably appear to the recipient that such threats could be carried out	Felony	*11412*

Crimes that are Often Hate Crimes (Continued)

	Crime Elements	Crime Classification	Penal Code Section
Terrorizing another	• Any person who • Explodes or attempts to explode • A destructive device • For the purpose of terrorizing another	Felony	*11413*

NOTE: **Terrorizing** is defined as causing a person of ordinary emotions and sensibilities to fear for his or her personal safety.

NOTE: *Penal Code Section 11413* applies to any library, bookstore, courthouse, home of a court officer, church, temple, synagogue, place of worship, or abortion clinic.

Interfering with an individual's civil rights

Certain penal code sections related to hate crimes are intended to be coupled with more prominent underlying criminal acts, such as assault, battery, vandalism, etc.

Penal Code Section 422.6 states that it is a misdemeanor to:

- By force or threat of force
- *Willfully*
- Injure, intimidate, interfere with, oppress, or threaten
- Any other person
- In the exercise of that person's constitutional rights
- Because of that person's real or perceived:
  - Race or ethnicity
  - Nationality
  - Religion
  - Gender
  - Disability
  - Sexual orientation and gender identity

Willfully is defined as any act done intentionally, knowingly, and purposely, without justifiable excuse, as distinguished from an act done carelessly, thoughtlessly, heedlessly, or inadvertently.

Enhanced Penalty

Penal Code Section 422.7 elevates the crime of interfering with an individual's civil rights to a felony when the suspect:

- Has been convicted of:
  - Intimidating or interfering with, or
  - Conspiracy to interfere with an individual's civil rights, and
- Has the present ability to:
  - Commit a violent crime
  - Causes an actual physical injury, or
  - Causes property damage in excess of $400

Additional Statutes

The following table identifies additional penal code sections related to hate crimes.

Description	Penal Code Section
• Special circumstances may apply if the murder was motivated by hate	*190.2*
• Intentionally disturbing a group of people meeting to worship	*302*
• Knowingly vandalizing a place of worship	*594.3*
• The advocacy of violence where harm is likely to result is not protected by the California Constitution	*11410*

Examples

Example: A group of teenagers burned a cross on the front lawn of a house owned by an East Indian family who had recently moved into a predominately Caucasian neighborhood. This is the crime of desecrating a religious symbol, *Penal Code Section 11411*, and is a hate crime that can stand alone.

Example: Two lesbians who frequently had dinner together in a local restaurant were approached by two men who told them, “We don’t want your kind in a family place like this. Stay out and nobody will get hurt.” When the women ignored the threat and continued to patronize the restaurant, the men followed them home one night and assaulted them. In addition to assault, the men are guilty of the crime of interfering with an individual’s civil rights because of that person’s sexual orientation and gender identity, *Penal Code Section 422.6.*

FEDERAL AND CIVIL ACTIONS RELATED TO HATE CRIMES

Introduction

Legal rights and remedies are afforded to victims of hate crimes under federal and state laws. These statutes provide both criminal and civil causes of action for hate crime victims.

Federal Criminal Statutes

A number of federal criminal statutes are intended to guarantee individual federally protected rights. The United States Justice Department becomes involved actively in a case after state or local authorities have concluded prosecuting the particular crime or in the absence of state or local prosecution.

The following table identifies a number of these statutes.

	Description	Federal Code Section
Conspiracy to interfere with civil rights	• Prohibits conspiracies to injure citizens exercising rights protected by the Constitution or laws of the United States	*18 USC Section 241*
Forcible interference with civil rights	• Prohibits intentional interference, by force or threat of force, with certain specified rights • Enacted in 1968 in response to violent attacks on civil rights workers in the South • Gender, sexual orientation and gender identity, or disability were added in 2009	*18 USC Section 245*

Federal Criminal Statutes (Continued)

	Description	Federal Code Section
Forcible interference with civil rights under color of authority	• Prohibits willful deprivation of civil rights by those acting under color of law • Frequently used to prosecute violent misconduct by law enforcement officials	*18 USC Section 242*
Willful interference with civil rights under the Fair Housing Act	• Prohibits forcible interference with any person's right to sell, purchase, rent, etc., any dwelling	*42 USC Section 3631*

Federal Civil Statutes

A number of federal civil statutes provide for legal actions involving racially motivated violence by individuals.

The following table identifies a number of these statutes.

	Description	Federal Code Section
Civil actions under the Civil Rights Act of 1866	• *Section 1981* provides that all citizens shall have the same legal rights enjoyed by white citizens • *Section 1982* provides that all citizens shall have the same property rights enjoyed by white citizens • Both sections were enacted by Congress shortly after ratification of the 13th Amendment prohibiting slavery	*42 USC Sections 1981 and 1982*
Conspiracy to deprive any person or class of persons of equal protection of the laws	• Imposes civil liability on those who conspire to deprive others of the protection of the law • Enacted to provide redress for victims of the Klan during Reconstruction	*42 USC Section 1985(3)*
Interference, coercion, or intimidation in violation of the Fair Housing Act	• Provides a civil cause of action for anyone whose rights under the Fair Housing Act are violated	*42 USC Section 3617*

State Civil Statutes

California has two principal civil rights statutes that are used to address hate-related violence or threats of violence. The following table identifies each statute.

	Description	Civil Code Section
Ralph Civil Rights Act	• Prohibits violence or intimidation by threat of violence against persons or their property because of their real or perceived: - Race - Color - Religion - Ancestry - National origin - Political affiliation - Sex - Sexual orientation and gender identity - Age - Disability - Position in a labor dispute (excluding statements made during otherwise lawful labor picketing) - Any other arbitrary, class-based distinction	*51.7*

State Civil Statutes (Continued)

	Description	Civil Code Section
Bane Civil Rights Act	• Forbids interference by threats, intimidation, or coercion with an individual's constitutional and statutory rights • Examples of the rights protected under the Bane Civil Rights Act include, but are not limited to: - Association - Assembly - Due process - Education - Employment - Equal protection - Expression - Formation and enforcement of contracts - Holding of public office - Housing - Privacy - Speech - Travel - Use of public facilities - Voting - Worship	*52.1*

NOTE: An action brought by the Attorney General, any district attorney, or any city attorney may also seek a civil penalty of twenty-five thousand dollars ($25,000). If this civil penalty is requested, it shall be assessed individually against each person who is determined to have violated this section, and the penalty shall be awarded to each individual whose rights under this section are determined to have been violated.

NOTE: Since the Bane Act forbids interference with rights guaranteed by California laws, many Ralph Act violations are also violations of the Bane Civil Rights Act.

Introduction

Hate crimes have a devastating effect on victims, victims' families, and communities. Incidents often occur in neighborhoods, places of worship, schools, the victim's workplace, or other locations where the victim has established personal ties.

Victims of Hate Crimes

The *victim* of a hate crime is not limited to the person who is the direct target of an attack or other offense. The table below identifies the two different types of victims associated with crimes.

	Persons who...
Direct victims	• Have had a crime committed against them • Report that a crime has been committed against them • Suffer, as a direct result of a crime, economic loss, physical injury, emotional trauma, or death
Indirect victims	• Have a close relationship to the direct victim • Suffer emotional trauma and/or economic loss as a result of being a witness to a crime • Are members of the targeted group • Make up the community where a crime has taken place

Reactions to Hate Crimes

Victims of crime may experience reactions that are outside the range of their general experience. Such a trauma can often produce impacts that last days, weeks, or even years after the initial event. In some cases, these impacts are compounded by tangible or concrete effects such as a physical injury or economic loss.

The following table identifies a number of reactions that are common to victims of hate crimes.

Reaction	Description
Bitterness	• Perception that law enforcement will not respond adequately
Helplessness/frustration	• Inability to affect the circumstances that led to their victimization • Feeling that they may not be able to report their victimization because they don't want to reveal such information as immigration status, sexual orientation and gender identity, etc.
Anger	• Outrage at the unfairness of being victimized because of one's race, ethnic origin, sexual orientation and gender identity, etc. • Desire for retaliation
Fear	• Regarding - Possible future incidents - Continued intimidation - The safety of children and other family members
Prolonged emotional trauma	• Recurrent and intrusive memories of the crime • Intense discomfort with events that are reminders of the crime

Effects on Communities

Besides the effects hate crimes have on individual victims, they also cause:

- Distrust between groups
- Disharmony among communities
- Tension between communities and law enforcement agencies when incidents are not handled appropriately, thoroughly, or in a timely manner

Peace Officer Reactions

An officer's ability to work with and effectively communicate with the victims and witnesses of a crime can dramatically affect the outcome of an investigation. For this reason, it is critical that a peace officer recognize and treat *all victims* of a crime with respect and compassion.

NOTE: Additional information about victimization, crisis reactions, and victim assistance strategies is contained in LD 4: Victimology/Crisis Intervention.

Examples

Example: A Filipino family's vehicle was set on fire in the middle of the night. They found the words "Die Jap" and "Remember Pearl Harbor" spray-painted on their garage door. Investigation revealed the suspects were Caucasian teenagers who had overheard their parents discussing the recent anniversary of the bombing of Pearl Harbor. Believing the family was of Japanese descent, the teenagers vandalized their property. As a result of the incident, the Filipino family felt intimidated and fearful of further incidents and decided to avoid any contact with their Caucasian neighbors.

Example: A Caucasian teenager was accosted and attacked by a group of Vietnamese youths who are gang members. The gang members beat him and called him derogatory names. When the boy arrived home, his parents called the police. The responding officer was of Vietnamese descent. When the officer attempted to interview the victim, the boy was reluctant to disclose information to the officer, feeling intimidated and fearful. He also assumed that no action would be taken by an officer who shared the same ethnic heritage with his attackers.

Example: Several members of a Caucasian supremacist group resided in an ethnically diverse neighborhood. These group members had advocated racially motivated violence and were suspected of committing violent crimes in other states, although they had not been convicted of such crimes. Their reputation and presence had outraged members of the community who felt they were in constant danger from these individuals.

INVESTIGATION AND DOCUMENTATION OF HATE CRIMES

Introduction

Incidents involving hate crimes tend to generate fear and concern among victims and the community. Peace officers need to recognize the serious nature of such incidents and to assure the community that the criminal acts are being investigated thoroughly.

Criminal Acts

Hate crimes can include:

- Unlawful acts (e.g., vandalism, battery, assault, murder, etc.)
- Attempted unlawful acts (e.g., attempted arson, attempted assault, etc.)
- Threatened unlawful acts (e.g., murder, assault)

Whether the acts actually take place, are attempted, or threatened, they must be directed at causing:

- Physical injury
- Emotional suffering
- Intimidation
- Damage to property

NOTE: Name calling and epithets, if they are not combined with a crime, attempted crime, or threat of a crime are not considered criminal acts.

Bias Motivation

Penal Code Section 422.87(a)(3)(B) states that, "bias motivation" is a preexisting negative attitude toward actual or perceived characteristics referenced in *Penal Code Section 422.55*. Depending on the circumstances of each case, bias motivation may include, but is not limited to, hatred, animosity, resentment, revulsion, contempt, unreasonable fear, paranoia, callousness, thrill-seeking, desire for social dominance, desire for social bonding with those of one's 'own kind,' or a perception of the vulnerability of the victim due to the victim being perceived as being weak, worthless, or fair game because of a protected characteristic, including, but not limited to, disability or gender.

Bigotry

A **bigot** is any person with a strong conviction or prejudice, especially in regard to race, religion, politics, etc., who is intolerant of any other opinion or belief that does not agree with his or her opinion or belief.

Bigotry, in whole or in part, can be a central motive for hate crimes. It can take the form of intolerance or hatred based on:

- Race/ethnicity
- Religion
- Nationality
- Gender
- Sexual orientation and gender identity
- Disability

Motivation

Determining motivation or specific intent can be critical to recognizing a crime as a hate crime. **Specific intent** is the specific design, resolve, or determination to commit an act (or also in the case of hate crimes, to attempt or threaten to commit an act).

When investigating a suspected hate crime, attempting to answer the following questions can aid the officer in determining the motivation or specific intent of the suspect.

Motivation (Continued)

- Is the suspect's motivation known?
- Does the victim perceive the action to have been motivated by hate or bigotry?
- Is there any other clear motivation for the act?
- Were there any bias remarks made by the offender? Were there any offensive symbols, words, or acts known to represent a hate group or other evidence of bias against the victim's group?
- Did the incident occur on a holiday or other day of significance to the victim's group or the suspect's group?
- What do the demographics of the area reveal about the incident?

Indicators of Hate Crimes

Physical indicators can lead investigating officers to determine that a criminal act is based on bigotry and could be considered a hate crime. The following table identifies a number of these indicators.

Indicator	Examples
Target(s) of criminal act	• When the criminal act involves specific: - Individuals - Residences - Places of worship - Religious or ethnic organizations - Businesses
Acts of vandalism	• When there is an absence of other motives and vandalism has occurred to a facility of a(n): - Religious group - Ethnic organization - Religious organization - LGBTQ organization

NOTE: Reference *Penal Code Section 13519.6*

Indicators of Hate Crimes (Continued)

Physical indicators can lead investigating officers to determine that a criminal act is based on bigotry and could be considered a hate crime. The following table identifies a number of these indicators.

Indicator	Examples
Presence of graffiti	• When specific circumstances involve graffiti that is: - Racial - Ethnic - Religious - Homophobic
Threatening telephone calls	• When the incident involves obscene or threatening telephone calls, which contain: - Racial slurs - Ethnic slurs - Religious slurs - Homophobic slurs

Collection of Evidence

The collection and preservation of evidence substantiating that a hate crime has occurred can be critical. Such evidence may include:

- Photographs of injuries, graffiti, vandalism, drawings, tattoos, etc., and
- Physical evidence, such as:
  - Hate/bias literature
  - Tape recordings (e.g., threat messages left on answering machines)
  - Computer messages, letters, notes
  - Videos

NOTE: Additional information regarding the collection of evidence is included in LD 30: Crime Scenes, Evidence, and Forensics.

Conducting Interviews

Interviews with victims, witnesses, and potential suspects can also be critical when determining if a criminal act is motivated by bias, bigotry, or hate. The following table identifies a number of considerations for officers when conducting such interviews.

Interview	Considerations	Possible Questions to Ask
Victims	• Treat the victim(s) with dignity and respect • Recognize that victim(s) may direct their anger or frustration at responding officers • Permit the victim(s) to vent their emotions • Empathize • Maintain a non-critical, non-judgmental, attitude	• Why do you think you were attacked? • Did you want to react? Fight or flight? • Were you afraid? Of what? • Have there been any prior incidents? • Are you the only group member or only one of a few in the neighborhood? • Have you recently moved to the area? • Have you been involved in any recent public activity that would make you a target? • Has there been any neighborhood problems(s) that you think could have spurred this incident? • Did the perpetrators distribute or carry any literature? • What is your perception of what happened? • Did the perpetrators say anything to you? • What was the appearance of the perpetrators?

Conducting Interviews (Continued)

Interview	Considerations	Possible Questions to Ask
Witnesses	• A door-to-door or other area search for witnesses should be initiated • Be alert for any signs of bias shown by the witnesses	• Why do you think the incident occurred? • Who do you think is responsible for the incident (individuals and/or groups)? Why? • Have any other similar incidents occurred in this neighborhood?
Suspect	• Many times, hate crimes suspects are proud of their actions and will be anxious to talk • Note clothing, tattoos, general appearance • Determine whether suspects were involved in prior incidents	• Why did you pick this person? • How do you feel about (type of victim)? • Did you go looking for (type of victim)? • Did he/she just happen to cross your path? • Do you belong to any groups or organizations? (either general or specific) • Did the day this occurred have special significance?

Other Considerations

Although anyone can commit a hate crime, the following identifies the four most common categories of offenders:

Mission Offender

- Well organized
- Committed to racial cleansing
- Usually has a separatist agenda

Identity Conflicted

- Motivated by self-hatred
- Will join fringe hate groups
- Will commit crimes against people who share their characteristics that they cannot accept - sexual orientation and gender identity/race

Thrill Seeker

- Commits hate crime outside his/her community
- Attacks individuals he or she perceives to be inferior
- Usually travels/attacks in groups

Reactive

- Respond to what they perceive is an invasion of their community
- Have seen a demographic transformation or class shift in the community

NOTE: Additional information on hate crimes investigative techniques and documentation, along with victims' rights and remedies, are available through POST's "Hate Crimes" DVD.

Documentation

An officer's investigative report regarding incidents involving hate crimes must present each event in a complete and clear manner. Any investigation, arrest, prosecution, or other action taken must be initiated, supported, or justified *by the information included in the report* written by that officer.

The following considerations, although not all-inclusive, may be helpful in establishing the essential elements of a crime:

- Are the victim(s) and/or suspect(s) members of different groups (e.g., ethnic, racial, religious, etc.)?
- Was the incident motivated by hostility between/among groups or group members?
- Has there been any prior (recent) news coverage of events of a similar nature?
- What was the manner and means of attack (e.g., color of paint, correct spelling of words, symbols, or signs used, etc.)?
- Is there any ongoing neighborhood problem(s) that may have spurred the event?
- Did the attack occur on a holiday or day of significance to the victim or the suspect?
- Is there a lack of apparent motive?

Examples

Example: Workers, arriving one morning at a local Jewish community center, discovered that the center had been vandalized. Windows had been smashed, paint had been sprayed on the walls, and furniture had been destroyed. Nothing appeared to have been stolen. The perpetrators had also painted a swastika on the front door. This incident involving vandalism can be classified as a hate crime because the target was a religious organization, the perpetrators left anti-Semitic graffiti, and theft did not appear to be a motive.

Example: A nightclub frequented by gay men was burned down after it had closed for the night. A peace officer interviewed a suspect who, after questioning, admitted to setting fire to the club. When the officer asked him how he felt about homosexuals, the man replied that they were evil and should be destroyed. This information led to the classification of this incident as a hate crime.

In the above example, besides taking notes during the interview with the suspect, the officer obtained a search warrant, searched the suspect's car and home, and found examples of violent, anti-gay literature. By including this information in the investigative report, the officer added to the evidence that a hate crime had occurred.

Penal Code Section 422.56

For the purposes of hate crimes, the following definitions shall apply:

Team	Definition
Disability	Includes mental disability and physical disability as defined in *Government Code Section 12926* regardless of whether those disabilities are temporary, permanent, congenital, or acquired by heredity, accident, injury, advanced age, or illness.
Gender	Means sex and includes a person's gender identity and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth
In whole or in part because of	Means that the bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.
Nationality	Includes citizenship, country of origin, and national origin.
Race or ethnicity	Includes ancestry, color, and ethnic background.
Religion	Includes all aspects of religious belief, observance, and practice and includes agnosticism and atheism.
Sexual orientation	Means heterosexuality, homosexuality, or bisexuality.
Victim	Includes, but is not limited to, a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.

CHAPTER SYNOPSIS

Learning Need

Peace officers need to have a lawful basis for recognizing criminal acts as hate crimes and understand the impact of such crimes on victims and communities.

Definition of a Hate Crime [42.05.08]

Penal Code Section 422.55 defines a hate crime.

Hate Crimes [42.05.09]

Certain hate crimes identified within the penal code can stand alone or be recognized as the more specific crime listed within a crime report.

Interfering with Another's Civil Rights [42.05.10]

A number of federal civil statutes which provide for legal actions involving racially motivated violence by individuals.

Impact of Hate Crimes [42.05.11]

Victims of crime may experience a number of reactions that are outside the range of their general experience. Such a trauma can often produce impacts that last days, weeks, or even years after the initial event.

Indicators of Hate Crimes [42.05.12]

A number of physical indicators can lead investigating officers to determine that a criminal act is based on bias, bigotry, or hate and could be considered a hate crime.

Investigating and Documenting Hate Crimes [42.05.13]

Interviews with victims, witnesses, and potential suspects can also be critical when determining if a criminal act is motivated by bias, bigotry, or hate. An officer's investigative report regarding incidents involving hate crimes must present each event in a complete and clear manner. Any investigation, arrest, prosecution, or other action taken must be initiated, supported, or justified *by the information included in the report* written by that officer.

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. Explain in your own words what constitutes a hate crime. In what ways can a peace officer tell and document that a crime is motivated by the bias required to classify the act as a hate crime?

2. A school classroom used by a Jewish teacher was vandalized. Officers identified the perpetrators as a group of students who are unhappy about failing a test given by the teacher. The students' statements indicate that the vandalism was motivated by a desire to get even for the poor test grades. However, one of the actions of the vandals was to carve swastikas into the chalkboard. The students told officers that the purpose of this action was to intimidate their teacher and cause him to fear for his safety. Have the students committed a hate crime? Explain your answer, then name the applicable crimes.

Activity Questions (Continued)

3. A gay male is assaulted and beaten by two men as he exits a popular gay bar. Add details to this scenario that would cause this crime to be classified as a hate crime. Then pose an alternate set of details that would indicate that the assault was unlikely to be a hate crime.

4. A group of African American gang members explode a pipe bomb on the front lawn of an African American family that recently moved into their neighborhood. Just before the bomb went off, occupants of the house heard the group shout racial epithets and tell them to leave the neighborhood. Have the gang members committed the crime of terrorizing another? Why or why not?

Activity Questions (Continued)

5. A community-based organization is considering buying a suburban residence for use as a group home for four developmentally disabled adults. The realtor, who also lives in the neighborhood, informs other neighbors when the group makes an offer and allows the neighbors access to the house for sale. During this time, three neighbors spray paint, “Retard get out,” on the living room wall so the community organization will discover it during the planned home inspection. What crimes have been committed and by whom? Do civil as well as criminal penalties apply? Explain.

6. Has a person who bombs an abortion clinic for the sole purpose of stopping abortions completed a hate crime? Explain.

Activity Questions (Continued)

7. When a Muslim university student is beaten and raped and marked with religious slogans as part of a hate crime, who might be some of the indirect victims of the act? Describe possible impacts of the crime on the direct and indirect victims. How do you think these reactions differ from those surrounding a non-hate motivated assault?

8. What role does the determination of specific intent play in a hate crime investigation? List three examples of physical evidence that could indicate a hate crime. What other types of evidence can help officers prove intent?

Chapter 6
Sexual Harassment

OVERVIEW

Learning Need

Peace officers need to understand what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.

Learning Objectives

The chart below identifies the student learning objectives for this chapter.

After completing study of this chapter, the student will be able to:	Objective ID
• State the legal definition of sexual harassment	42.06.1
• Discuss the federal and state laws dealing with sexual harassment to include: - Title VII - *Government Code Section 12940* et seq. - Concept of quid pro quo - Concept of hostile work environment - Current case law	42.06.2
• Explain the legal remedies available to a victim of sexual harassment	42.06.3
• Describe behaviors that constitute sexual harassment, including: - Verbal - Physical - Visual - Written material - Sexual favors - Threats - Hostile work environment - Force	42.06.4

Learning Objectives (Continued)

After completing study of this chapter, the student will be able to:	Objective ID
• Explain the mandated sexual harassment complaint process guidelines	42.06.5
• State the protections that exist to prevent retaliation against anyone submitting a sexual harassment complaint	42.06.6
• Describe the methods for responding to sexually offensive or unwanted behavior	42.06.7

In This Chapter

This chapter focuses on the laws and policies relating to sexual harassment. Refer to the chart below for specific topics.

Topic	See Page
Laws Dealing with Sexual Harassment	6-3
Sexual Harassment Awareness	6-8
Sexual Harassment Complaints	6-13
Chapter Synopsis	6-17
Workbook Learning Activities	6-19

LAWS DEALING WITH SEXUAL HARASSMENT

Introduction

Sexual harassment in the workplace has been identified as a significant problem in both the private and public sectors. Government codes are specific in prohibiting any action interpreted as harassment in the workplace. The law enforcement community must support a zero tolerance for sexual harassment against any person, sworn or nonsworn.

Definition of Sexual Harassment

Sexual harassment refers to sexually oriented behavior that:

- Is unwelcome
- Is personally offensive
- Creates an intimidating, hostile or offensive work environment

What makes certain behavior sexual harassment is the complainant's interpretation of the behavior, regardless of the originator's intent. What one individual thinks is humorous, for example, could be offensive to another and therefore considered sexual harassment.

Sexual Harassment Under the Law

Sexual harassment can be defined as unwelcome and unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment
- Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting that individual
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, offensive working environment

State Laws

Sexual harassment in the workplace is a violation of California state law. The following table identifies state laws dealing with sexual harassment in the workplace.

Title	Application	Code Section
Unlawful practices in the workplace	• Includes sexual harassment as an unlawful employment practice • States employer responsibilities in taking corrective action against sexual harassment	*Government Code Section 12940*
Illegality of sexual harassment	• Mandates distribution of information on illegality of sexual harassment • Protects against retaliation for filing complaints	*Government Code Section 12950*
Sexual harassment in the workplace	• Mandates development of complaint guidelines for peace officers who are victims of sexual harassment in the workplace • Mandates training for law enforcement officers on sexual harassment in the workplace	*Penal Code Section 13519.7*

Additional Statutes

Sexual harassment in the workplace is a violation of the *California Fair Employment and Housing Act* (FEHA). Violations are investigated by the Department of Fair Employment and Housing (DFEH).

Workers can also file under the *California Worker's Compensation Law* for claims of emotional injury arising out of sexual harassment.

Federal Laws

Sexual harassment in the workplace is a violation of federal civil rights law. Specifically, it is a violation of *Title VII of the 1964 Civil Rights Act*, as amended.

Complaints filed under federal civil rights law are filed with the Equal Employment Opportunity Commission (EEOC). The EEOC investigates job discrimination claims, including claims of sexual harassment. The EEOC may investigate the complaint, negotiate remedies, or make an award to the complaining party.

If the EEOC does not find a cause of action, it can issue the complaining party a **right to sue letter**. This letter allows individuals to pursue an action in federal court using the individual's own attorney. An individual may also request a right to sue letter immediately upon filing with the EEOC.

Civil Liabilities

Peace officers found to be guilty of sexual harassment can be subject to administrative and civil liabilities, including:

- Disciplinary action from verbal reprimand through termination
- Civil suit
- Fines imposed by EEOC and/or DFEH
- Punitive damages

Categories of Legal Action

Two categories or types of legal action have developed in the area of sexual harassment:

- Quid pro quo
- Hostile work environment

Quid Pro Quo

Quid pro quo is a form of sexual harassment in which the submission to, or rejection of, sexual advances is explicitly or implicitly made a condition of employment or an employment decision. For example, being required to engage in sexual conduct could be made a condition for:

- Continued employment
- Promotion
- Special assignment

Hostile Work Environment

Hostile work environment refers to:

- Sexually harassing conduct
- Within the complainant's immediate work environment (please refer to current case law for the definition of work environment)
- Which is so pervasive or severe as to interfere with an individual's job performance
- Which conduct may or may not be directed at the complainant

The courts have ruled that simply being forced to work in a hostile or offensive environment can also be damaging to the employee. The basic concept of hostile work environment is that a person need not actually be fired or denied a promotion to suffer an economic injury.

Examples

Example: A peace officer made sexually suggestive remarks to a female dispatcher on two occasions. On the second occasion the dispatcher told the officer she found his remarks offensive and asked him to stop. The officer apologized and the remarks ceased. The officer, however, continued to direct offensive suggestions and sexually explicit remarks to other female officers in the dispatcher's work area. The dispatcher could have filed a complaint of sexual harassment, since the behavior took place in her immediate work environment and contributed to an environment offensive to the dispatcher.

Example: A male supervisor asked a female subordinate out for dinner. The female officer politely declined, saying she was tired after a series of night shifts. The supervisor suggested that he could change her work schedule to eliminate night shifts, if she would reconsider going out with him. The supervisor has sexually harassed the female officer by requesting a date in exchange for an employment benefit.

Introduction

Law enforcement is a mixed-gender occupation, reflecting the public it serves.

Gender Issues

Assumptions about roles for men and women in law enforcement continue to exist.

The following table identifies characteristics or roles that have been attributed to a particular gender.

	Males	Females
Stereotypical Roles	• Compete to win at any cost • Make decisions • Protect and/or provide for the family	• Cooperate to avoid conflict • Nurture and be responsible for the emotional care of the family, pregnancy, and childcare
Examples	In American society, men have been regarded as protectors of women and children. This perception can contribute to tensions between male and female peace officers. Male officers who are conditioned to protect women feel they now have the added responsibility to protect female officers. Female officers feel patronized and not fully accepted as capable of doing the job.	If childcare and overall responsibility for the family is seen as primarily the woman's role, female officers are faced with the dilemma of trying to raise a family and have a successful career.

NOTE: Lesbian, Gay, Bi-Sexual, Transgender, Queer (LGBTQ) issues. Awareness of issues challenging LGBTQ officers is essential to effective organizational performance.

Power Issues

Sexual harassment may also be based on the misuse and abuse of power. Ways in which a peace officer can use his or her position to harass another employee include:

- Requesting a date or sex
- Excluding an employee from work activities
- Reinforcing subservient status (e.g., requiring subordinates to perform services such as getting coffee, etc.)
- Patronizing another employee (referring to female officers as “honey” or “babe”)
- Failing to report a harasser

Gender Bias

Gender bias is unequaled treatment in the workplace based upon real or perceived gender.

Forms of Harassment

Different forms of harassment can constitute sexual harassment. The following table describes the various forms of sexual harassment.

Forms of Harassment	Examples
Physical	• Physical interference or contact which impedes normal movement when directed at an individual • Unwelcome touching (e.g., back rubs, brushing up against an individual, hugging, patting, kissing, and grabbing body parts) • Physically assaulting a person
Verbal	• Repeated, unsolicited, derogatory comments or slurs • Continued requests for social or sexual contact after being advised such is unwelcome (e.g., unwanted phone calls) • Discussion of sexual exploits • Sexually patronizing comments (e.g., “honey,” “babe,” “doll,” etc.) • Commenting on body parts • Telling vulgar or sexist jokes • Making obscene or suggestive sounds or gestures • Questioning a person’s sexual practices • Requesting employees wear sexually suggestive or demeaning clothing • Threats to intimidate a person, including failure or refusal to provide timely backup, a loss of assignment or job status, etc.
Non-Verbal	• Sexually offensive or suggestive computer software, posters, cartoons, pictures, drawings, magazines, or objects

Forms of harassment (Continued)

Forms of Harassment	Examples
Written	• Notes or greeting cards • Love Letters • Unwanted invitations • E-mail • Internet websites • Texting • Social networking NOTE: Unsolicited and unwelcome written communications, if continued over a period of time, can be very distressing and frightening to the recipient.

Sexual Harassment in Law Enforcement

Peace officers must treat all individuals with respect and dignity. Sexual harassment is *ethically wrong* in all situations, whether peace officers are interacting with the public or fellow officers.

Sexual harassment is also *counterproductive*, causing personal and organizational discord. Situations involving sexual harassment that are allowed to persist can result in serious or even lasting damage to an organization.

Finally, sexual harassment is *illegal*. As described in an earlier section of this chapter, sexual harassment in the workplace is a violation of federal civil rights law and of state law. Individuals and employers can be found legally and financially liable for sexual harassment.

Examples

Example: A female peace officer offered to give a male colleague a back rub. The male officer was embarrassed by the offer and declined. The female officer ignored his refusal, approached him, and proceeded to rub his neck and shoulders while other officers observed and made jokes. The female officer has physically harassed the male officer, engaging in inappropriate touching.

Example: Several peace officers, male and female, routinely engaged in discussing sexual exploits and telling vulgar jokes. One junior female officer, who worked in the same area, was offended by the conversations she was forced to hear every day. The junior officer complained to her supervisor. The peace officers have engaged in verbal sexual harassment and created support for a claim that a hostile work environment existed.

Example: A peace officer asked a female colleague out to dinner on two occasions. Both times the female officer declined. The male officer began leaving notes and greeting cards for the female officer. The female officer asked him to stop sending the notes. The male officer ignored her request and continued to send notes. He has engaged in a form of written sexual harassment.

Introduction

Many law enforcement departments and agencies have adopted zero tolerance policies regarding sexual harassment. These organizations will not tolerate any type of behavior which constitutes sexual harassment under the law or which could contribute to a hostile workplace for men or women.

Complaint Process

Penal Code Section 13519.7 mandates development of complaint guidelines for peace officers who are victims of sexual harassment in the workplace. The guidelines apply to peace officers who are employees of:

- City police departments
- County sheriff's departments
- Districts
- State university police departments

NOTE: Law enforcement agencies that are not specifically named in *Penal Code Section 13519.7* may voluntarily elect to follow the guidelines.

NOTE: Any agency may choose to extend their complaint policy to include non-peace officer employees.

Supervisor and Management Responsibilities

Supervisors' and managers' responsibilities in the complaint process are both reactive and proactive as described in the following table:

Reactive Responsibilities	Proactive Responsibilities
• Listen to the complainant • Provide counsel on options • Document the complaint • Take appropriate investigative actions	• Act when inappropriate behaviors occur before a complainant comes forward • Ensure ongoing training of subordinates

Penalties for Offender

The penalties an offender may be liable for, if found guilty of sexually harassing conduct, may include:

- Disciplinary action from verbal reprimand through termination
- Civil suit
- Fines imposed by EEOC and/or DFEH
- Negative impact on career, family, credibility, reputation, etc.

NOTE: Offenders may be held personally responsible for punitive fines.

Protection from Retaliation

Employers are required to prevent and/or stop retaliation against any person making a complaint of sexual harassment. *Government Code Section 12950* protects complainants and witnesses in sexual harassment cases.

Responding to Sexual Harassment

Peace officers need to know how to respond to sexually offensive or unwanted behavior in the workplace, and if necessary, how to initiate a sexual harassment complaint.

- When appropriate, recipients of perceived sexual harassment may inform the harasser that the conduct is unwelcome, offensive, and should cease, but are not legally required to do so
- Where the complainant is uncomfortable with a personal confrontation, he/she should contact any supervisor, manager, department head, or their equivalent
- Where the complainant perceives that the department's internal environment is not conducive to making an internal complaint, he/she has the option of reporting the harassment to an entity external to the department, such as:
    - City or county (e.g., human resources office)
    - State (e.g., DFEH)
    - Federal (e.g., EEOC)

Peace officers are not required to follow the chain of command in reporting sexual harassment in the workplace.

Examples

Example: Two peace officers, male and female, had an intimate relationship that lasted several months. At the end of that time, the female officer ended the relationship. The male officer refused to accept that the relationship was over and continued to ask the female officer to resume the relationship, approaching her at work, calling her repeatedly at home, and leaving notes at her office. The female officer complained to her supervisor that she was being harassed. Her supervisor verbally warned the harasser and documented the warning. The harassment ceased after the supervisor's action.

Example: A female peace officer complained to her sergeant that a fellow officer was verbally harassing her, making crude and vulgar remarks to her. The sergeant explained the complaint process to her and advised her about her options. The sergeant also documented the complaint and began an investigation of the charges.

Learning Need

Peace officers need to understand what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.

Definition of Sexual Harassment [42.06.1]

Sexual harassment refers to sexually oriented behavior that:

- Is unwelcome
- Is personally offensive
- Creates an intimidating, hostile or offensive work environment

State and Federal Laws [42.06.2]

Sexual harassment in the workplace is a violation of California state law.

Sexual harassment in the workplace is also a violation of federal civil rights law. Specifically, it is a violation of *Title VII of the 1964 Civil Rights Act*, as amended.

Legal Remedies [42.06.3]

Complaints filed under federal civil rights law are filed with the Equal Employment Opportunity Commission (EEOC).

Sexual Harassment Awareness [42.06.4]

Different forms of harassment can constitute sexual harassment.

Sexual Harassment Complaint Process Guidelines [42.06.5]

Penal Code Section 13519.7 mandates development of complaint guidelines for peace officers who are victims of sexual harassment in the workplace.

Protection from Retaliation [42.06.6]

Employers are required to prevent and/or stop retaliation against any person making a complaint of sexual harassment. *Government Code Section 12950* protects complainants and witnesses in sexual harassment cases.

Responding to Sexual Harassment [42.06.7]

When appropriate, recipients of perceived sexual harassment may inform the harasser that the conduct is unwelcome, offensive, and should cease, but are not legally required to do so.

Introduction

To help you review and apply the material covered in this chapter, a selection of learning activities has been included. No answers are provided. However, by referring to the appropriate text, you should be able to prepare a response.

Activity Questions

1. Unofficial department policy in a tightly knit precinct department has been that "the new guy makes the coffee," for as long as anyone can remember. No one has ever objected. Based on this policy, the new female rookie officer is asked to make the coffee on her first morning. When she protests, she is told, "the new guy always makes the coffee." Though she makes the coffee the first day, she refuses on the second day, saying it is sexual harassment. What misperceptions or stereotypes do you think are feeding into the situation?

2. Honestly consider your own attitudes and perceptions about the opposite sex. Identify any generalizations, either positive or negative that you make based on your upbringing, past experience, or other influences. Critically assess how any of these generalizations might cause you to behave in a way that might make a member of the opposite sex feel uncomfortable or might affect the way you could function as partners. If possible, check your impressions with a classmate of the opposite sex.

Activity Questions (Continued)

3. A female officer dated a male officer in her department for a six-month period. After the relationship ended, she realized that the male officers in her department were whispering about her and talking about her behind her back. She even heard one or two of them make references to certain personal garments she owned. She has come to you for advice, as a colleague, regarding any action(s) she should take. What do you suggest? Explain the reason for your answer.

4. Explain how engaging in actions that could be perceived as creating a hostile work environment could affect an officer personally and professionally. Identify three actions or circumstances that would cause a workplace to be hostile to you, personally.

Glossary

Introduction

The key vocabulary terms for Learning Domain 42: Cultural Diversity/Discrimination are listed below with the definitions as they apply to this workbook

Acculturation

The process of learning a new culture

Active Listening

Involves deliberate and conscious concentration on the part of the listener on what is being said, how it is being said, and why it is being said

Assimilation

The process of gradually taking on the characteristics of another culture

Bigot

Any person with a strong conviction or prejudice, especially in regard to race, religion, politics, etc., who is intolerant of any other opinion or belief that does not agree with his or her opinion or belief

Colonialized Subject

A person with a heritage of being oppressed by military conquest (African slaves, Native Americans, etc.)

Criminal Profiling

A legitimate practice based on articulable behaviors or characteristics that can be analyzed and evaluated

Cultural Diversity

The representation or existence of individuals with distinctly different group affiliations within one organization, community, state, nation, or other social system. Such group affiliations can be based on culture, ethnicity, gender, sexual orientation and gender identity, etc.

Cultural Group

An affiliation of individuals who collectively share any number of common sociocultural characteristics

Culture

A complex group of shared characteristics including beliefs, values, ways of thinking, behaviors, customs, or traditions

Demographics

The statistical characteristics of human populations (age, income, household type, occupation, and education levels)

Discrimination

An action or behavior that is prompted or based on prejudiced thought. Includes differential treatment based on an unsubstantiated or unfair categorization

Ethnic Group

Any group within a culture that can be distinguished on the basis of shared characteristics such as nationality, common ancestry, language, common history, race, etc.

Ethnicity

Condition of belonging to an ethnic group; individuals within an ethnic group may believe they are alike by virtue of a national origin, or other shared characteristics

Ethnocentrism

An attitude of seeing and judging other cultural or ethnic groups from the perspective of one's *own* culture. Individuals with extreme ethnocentric viewpoints may regard their own cultural or ethnic group as the center of everything

Extreme Ethnocentrism

An individual with extreme viewpoints who may regard their own cultural, ethnic, religious, or sexual orientation and gender identity group as the center of everything. Their opinions or judgments of other groups are scaled or related with reference to their own group (i.e., "our way is the right way")

Hate Crime

Any act of intimidation, harassment, physical force, or threats of physical violence, directed against any person or family, or their property or advocate, motivated either in whole or in part by hostility to their real or perceived ethnic background, national origin, religious belief, gender, age, disability or sexual orientation and gender identity, with the intention of causing fear and intimidation

Heterosexism

An attitude of seeing and judging others from the perspective of one's own heterosexuality

Hostile Work Environment

Sexually harassing conduct, within the complainant's immediate work environment, which is so pervasive or severe as to interfere with an individual's job performance. May or may not be directed at the complainant (Please refer to current case law for the definition of work environment.)

Immigrant

An individual who has voluntarily moved from one country to another country with the *intent to live in the new country permanently*

Indigenous Peoples

Any ethnic group who inhabit a geographic region with which they have the earliest known historical connection

Migrant

A person who moves from one location to another within a single country or region

Minority

A person with a "minority status" that has been designated by a government or by social scientists. The term is not necessarily related to numbers within a population

Multi-Mission Criminal Extremism

The nexus of certain hate crimes, antigovernment extremist crimes, anti-reproductive-rights crimes, and crimes committed in whole or in part because of the victims' actual or perceived homelessness

Prejudice

A prejudgment or point of view about a person or group of individuals that is usually formed before the facts are known

Quid Pro Quo

A form of sexual harassment in which the submission to or rejection of sexual advances is explicitly or implicitly made a condition of employment or an employment decision

Race/Racial Group

Any of the different varieties of populations of human beings distinguished by a) physical traits such as hair, eyes, skin color, body shape, etc.: traditionally, the three primary divisions are Caucasoid, Negroid, and Mongoloid

Racial Profiling

Is the practice of detaining a suspect based on a broad set of criteria which casts suspicion on the entire class of people without any individualized suspicion on the particular person being stopped

Racism

A doctrine that one race is inherently superior (physically, intellectually, or culturally) to another

Refugee

An individual who has fled from that person's native land and been forced to cross national boundaries

Right To Sue Letter

A letter issued by the Equal Employment Opportunity Commission (EEOC) allowing individuals to pursue an action in federal court using the individual's own attorney

Sexual Harassment

Sexually oriented behavior that is unwelcome, is personally offensive, and creates an intimidating, hostile, or offensive work environment

Specific Intent

The specific design, resolve, or determination to commit an act (or also in the case of hate crimes, to attempt or threaten to commit an act)

Stereotype

A preconceived or over-simplified generalization involving negative or positive beliefs about another group

Subcultural Group

People who have an association, most often voluntary, within a larger culture who have common values, beliefs, and experiences, and they develop close bonds or feelings of unity and pride with the identity of the subculture

Terrorizing

Causing a person of ordinary emotions and sensibilities to fear for their personal safety

Willfully

Any act done intentionally, knowingly, and purposely, without justifiable excuse, as distinguished from an act done carelessly, thoughtlessly, heedlessly, or inadvertently

Summary of Student Workbook for POST Basic Course Learning Domain 42
Cultural Diversity/Discrimination

The 160-page workbook for LD 42 consists of 6 chapters. **Chapter 1 (Recognizing Diversity)** emphasizes that officers are responsible for treating "everyone with respect and integrity no matter what their race, creed, or religion" and that diversity must "be valued and celebrated" for its contributions to society (p. 1-3). It introduces the concepts of culture, cultural, ethnic, and racial groups, and describes the benefits of recognizing and respecting diversity (e.g., reduced tension between officers and specific cultural groups, p. 1-8), and addresses problematic attitudes such as ethnocentrism, racism, and heterosexism. The chapter also discusses California's changing demographics over time and defines terms such as immigrant, indigenous peoples, refugee, migrant, minority, and colonized subject (pp. 1-10-1-12).

Chapter 2 (Prejudice, Discrimination, and Racial Profiling) explains how individual's "perceptions, feelings, biases, and thoughts regarding their culture and the culture of others" (p. 2-3) can give rise to implicit bias, which operates "outside of awareness" (p. 2-5). Officers are advised to "be aware of their own biases and stereotypes regarding the communities and individuals they serve" (p. 2-9). Given law enforcement's "powers over members of a community, prejudicial attitudes could lead to potential abuse and *must never be tolerated within a law enforcement agency*" (p. 2-11). "[A]cts of discrimination can be unlawful" and can "lead to racial profiling or bias-based policing" (p. 2-12).

Chapter 2 includes a 9-page section on racial profiling (pp. 2-16 through 2-24). It includes relevant federal law (e.g., 4th and 14th Amendments) and case law (e.g., *Whren v. United States,* which affirms broad officer discretion to make pretext stops). It also addresses controversies around racial profiling in law enforcement, including a table responding to common perceptions (e.g., "Racial profiling is racism," "Racial profiling does not really happen," pp. 2-16 through 2-17). Criminal profiling and racial profiling are compared, and examples of how racial profiling can manifest are provided (e.g., "Race out of place," "Race tips the scale," p. 2-19). The racial profiling section also covers:

- The civil rights movement and law enforcement (PC 13519.4(h)(3); pp. 2-20 — 2-21);
- The broad negative impact of racial profiling (PC 13519.4 (h)(2); p. 2-22);
- Recognizing key indices that make up different cultures (PC 13519.4 (h)(1); p. 2-22 — 2-23);
- Strategies for challenging prejudice (consistent with PC 13519.4 (h); p. 2-15); and

- Every officer's obligation not to racial profile and to prevent, report, and respond to discriminatory or biased practices by fellow officers (PC 13519.4 (h)(4); p. 2-22 —2-23)

Chapter 3 (Effective Law Enforcement Contacts) emphasizes that "treat[ing] all individuals and groups with dignity and respect" is key to successful interactions across cultural, racial and ethnic lines (p. 3-1). It outlines strategies for effective communication (including active listening), the use of appropriate nonverbal communication, and the importance of positive officer behavior in cross-cultural encounters.

Chapter 4 (Sexual Orientation and Gender Identity) introduces terminology to help officers "effectively respond to LGBTQ community needs" with an awareness of "how sexual orientation and gender identity relate to race, culture, and religion" and differ from each other (p. 4-13). It covers creating an inclusive workplace and affirms law enforcement professionals are expected "to speak up if you witness derogatory behavior or hear comments targeting another employee based on sexual orientation and/or gender identity" (p. 4-8). The chapter also reviews key historical events, including protests (e.g., Stonewall Riots), law changes (e.g., Hate Crimes Preventions Act; nationwide legalization of same-sex marriage), and defining moments (e.g., homosexuality and Gender Identity Disorder being removed from the official list of mental illnesses).

Chapter 5 (Hate Crimes) emphasizes officers' need to "have a lawful basis" to recognize hate crimes and understand their impact on victims and communities (p. 5-1). It defines hate crimes (and how to investigate and document them), identifies applicable state and federal laws (criminal and civil), and discusses the impact on victims, victims' families, and communities.

Chapter 6 (Sexual Harassment) defines sexual harassment in the workplace, provides examples of behavior and the different forms of sexual harassment, reviews relevant state and federal laws, and covers the complaint process, including protection against retaliation.

Each chapter, along with the Instructor Manual, includes learning activities, such as reflecting on culture and working as a group to showcase their own diversity (pp.1-15—1-18), confronting personally held prejudices and use of common stereotypes (pp. 2-28—2-30), and considering how to respond to being accused of racial or identity profiling (p. 3-23).

Note on the POST Basic Course Instructional System

To aid your review of materials related to the Field Training Program, you are being provided with short summaries from relevant sections of the POST Basic Academy. These sections provide the theoretical foundation trainees are expected to build on and apply during field training. The summaries in this packet are of the student workbook from Learning Domain 3 ("Principled Policing in the Community") and Learning Domain 42 ("Cultural Diversity/Discrimination").

Please note: The student workbooks are only one part of the POST Basic Course Instructional System. As per POST, they are "designed to provide students with a self-study document to be used in preparation for classroom training" (LD 3 student workbook, p. iii). As stated in each workbook's foreword they are "intended to be a supplement to, not a substitute for, classroom instruction."

Only the student workbook content and its summary are included. Please note that in the Basic Academy, each LD typically also includes an instructor's guide, classroom instruction, and any additional materials/scenarios chosen by the academy staff.

IV. Field Training Program: First Year Review

The Board is mandated to review and analyze the training courses certified by POST to assess the effectiveness of the training in eliminating racial and identity profiling by sworn officers.[651] Such training is an essential component toward eliminating the pernicious practice of racial and identity profiling by law enforcement.

At POST's AB 443 Workshop, subject matter experts from law enforcement identified that field training officers have a tremendous influence on shaping the behaviors of basic academy graduates.[652] Evaluating the POST-certified Field Training Program (FTP) is critical to understanding the context and regulation of peace officer training in California.[653] Field training is the only POST-identified course remaining for the Board to review before it turns back to prior courses to review any updates.

A. Overview of the Field Training Program (FTP)

Field Training is a continuation of the Basic Academy and a significant proportion of an officer's training overall. The Basic Academy is 664 hours, while Field Training is 440 hours and a minimum of 10 weeks under POST regulations.[654] The FTP is intended to facilitate a peace officer's transition from the academic setting (or custody assignment) to the performance of uniformed patrol duties of the employing LEA. Newly assigned officers and deputies must receive additional training in the field to bridge the gap between Academy training and solo patrol duty. The FTP covers at least 18 core "competency areas," including officer safety, use of force, report writing, search and seizure, crisis intervention, community relations, and more.[655]

To make new officers' field training as effective as possible, each officer is assigned to a Field Training Officer (FTO) in order to engage in supervised field work and real-world policing scenarios through actual calls for service.[656] The FTO must hold Basic POST Certification, have at least one year of patrol experience, be selected by the agency, and complete a 40-hour POST FTO training,[657] in addition to 24 hours of refresher training every three years.[658] POST also requires crisis-intervention training for FTOs.[659] The trainee's performance is evaluated by the FTO and monitored by the Field Training Program Supervisor, Administrator, or Coordinator (FTO SAC) through daily and/or weekly reviews.[660] FTOs typically use Daily Observation Reports (DORs) to track performance, remedial training, and formally document trainee competence.[661]

According to the POST FTP Guide, field training is "the most effective influence on the future direction of a department. The law enforcement department head and their field training staff must be certain that their FTP not only develops the necessary technical skills but also reflects the policing philosophy of the department and the community that it serves."[662]

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651 Pen. Code, § 13519.4, subd. (h).
652 See Com. on Peace Officer Stds. and Training, *Assembly Bill 443 Determination of Biased Conduct Workshop: Input from Subject Matter Experts* p. 3 <https://tinyurl.com/2k5wsux2> [as of Dec. 17, 2025].
653 This is consistent with POST's response to the Board's recommendations in the 2025 Report. (See Com. on Peace Officer Stds. and Training, *POST Commission March 5, 2025 Agenda*, *supra* note 579, at p. 494.)
654 See Com. on Peace Officer Stds. and Training, *FTP Volume I*, *supra* note 577, at p. 1-3.
655 See Com. on Peace Officer Stds. and Training, *Option 1: Field Training Program* <https://tinyurl.com/3ewjzf3u> [as of Dec. 17, 2025].
656 See Com. on Peace Officer Stds. and Training, *FTP Volume I*, *supra* note 577, at p. 1-1.
657 See Com. on Peace Officer Stds. and Training, *Field Training/Police Training Programs* <https://tinyurl.com/46wz8udy> [as of Dec. 17, 2025].
658 See Com. on Peace Officer Stds. and Training, *FTP Volume I*, *supra* note 577, at p. 1-7.
659 *Ibid*.
660 *Id*. at p. 2-1.
661 *Id*. at p. 1-12.
662 *Id* at p. 1-1. Not all law enforcement agencies participate in POST-certified field training and next year's RIPA Report will discuss field training alternative for non-participating agencies.

Like many of POST's courses, the FTP has components that relate to the training of officers about the law's prohibitions on racial and identity profiling and the reduction or elimination of bias.

Given the size and importance of POST's FTP, the Board will conduct its review of this program over a two-year period. This year's review focuses on a) the materials comprising the FTP, b) the role of the FTO as it relates to the FTP, and c) research related to Field Training.

B. FTP Materials

To aid in the Board's review of the POST FTP and related course materials, DOJ retained two consultants: one with expertise in law enforcement academic research, including the study of bias, and the other a former California law enforcement executive with 37 years of operational experience. These consultants reviewed Basic Academy materials identified by POST as relating to the FTP and its training on racial and identity profiling: Learning Domain 3—*Principled Policing in the Community* (LD 3);[663] Learning Domain 42—*Cultural Diversity/ Discrimination* (LD 42);[664] and POST's *Field Training Program Guide*, Volumes I[665] and II.[666] The consultants also familiarized themselves with Penal Code section 13519.4 and its prohibition on racial and identity profiling, as well as the correlated California Code of Regulations implementing AB 953.

From those materials, the consultants prepared a course rating rubric for Board members to record their independent reviews and comments, and created summaries of two POST Basic Academy courses, LD 3 and LD 42. The consultants focused on these learning domains since POST has previously explained that, while officer training and guidelines on racial and identity profiling are scattered across various LDs, LD 3 and LD 42 provide the theoretical foundation trainees are expected to build on and apply during field training under the supervision of Field Training Officers (FTOs).[667] DOJ's consultants also reviewed materials on alternative law enforcement FTP models to assess the FTP and its parameters.[668]

After reviewing this information and preparing the rubric, the consultants developed field interview questions for law enforcement agencies who use POST's materials to conduct their own FTP programs at their agencies. DOJ's consultants then interviewed representatives from a number of mid- to large-sized law enforcement agencies from various locations throughout California, as well as a number of POST representatives overseeing the FTP. These interviews provided first-hand insight into how the POST FTP guidelines are being implemented by different LEAs throughout the State. Finally, the consultants gave a presentation on their progress and observations at the September 8, 2025, RIPA POST Subcommittee meeting.

663 Com. on Peace Officer Stds. and Training, *Learning Domain 03: Principled Policing in the Community (Version 6.0)* ("*Learning Domain 03*") <https://tinyurl.com/mrytda6a> [as of Dec. 17, 2025].
664 Com. on Peace Officer Stds. and Training, *Learning Domain 42: Cultural Diversity/ Discrimination (Version 7.0)* ("*Learning Domain 42*") <https://tinyurl.com/mwa8knxf> [as of Dec. 17, 2025].
665 Com. on Peace Officer Stds. and Training, *FTP Volume I*, *supra* note 577.
666 Com. on Peace Officer Stds. and Training, *Field Training Program Guide, Volume II* <https://tinyurl.com/3ysawcwe> [as of Dec. 17, 2025].
667 Racial and Identity Profiling Advisory Board, *2025 Report*, *supra* note 583, at p. 122.
668 See Fischer, *Best Practices Guide: Field Training for Today's Recruits* (2018) Internat. Assn. of Chiefs of Police: Smaller Police Depts. Technical Assistance Program <https://tinyurl.com/5ef4uytr> [as of Dec. 17, 2025]; Thompson, *Field Training Program and Concerns with the San Jose Model*, Florida Department of Law Enforcement <https://tinyurl.com/2w9hy7e6> [as of Dec. 17, 2025]; *The Reno Model: Reno Police Department's Police Training Officer Program Basic Manual* (2017) Reno Police Dept. <https://tinyurl.com/bdf8y2tm> [as of Dec. 17, 2025]; *A Problem-Based Learning Manual for Training and Evaluating Police Trainees*, Community Oriented Policing Services (COPS) U.S. Dep't. of Just. <https://tinyurl.com/4j9nbmdd> [as of Dec. 17, 2025].

C. The Role of the Field Training Officer (FTO) and the FTO Supervisor/Administrator/Coordinator (FTO SAC)

As noted above, in the FTP, newly assigned officers are assigned a Field Training officer (FTO) selected and trained to conduct field training and an FTO Supervisor/Administrator/Coordinator (SAC).

1. Role of the FTO

FTOs have "significant" responsibilities to train new officers, over and above their standard law enforcement duties.[669] FTOs must guide trainees through a comprehensive curriculum, and at times, may be required to intervene during questionable or unsafe trainee behavior.[670] The FTO's role also includes setting a positive example and offering consistent encouragement and direction to the trainee,[671] as well as providing critical feedback and clear direction to guide the trainee to an acceptable level of competence.[672]

2. Role of the FTO SAC

The role of the FTO SAC is to ensure that the standards and objectives of the department's FTP are adhered to.[673] To meet these requirements, the FTO SAC must monitor the training activities of the FTOs and seek periodic feedback on the newly assigned officer's training progress from the FTOs.[674] In administering the FTP, the FTO SAC is responsible for ensuring that the department's program complies with the minimum standards established by POST.[675] FTO SACs must be trained in the various components of the FTP and should serve as the main resource for any field training concerns within the department.[676] FTO SACs are expected to develop, maintain, and oversee the selection process of FTOs in the FTP and serve as the academy course liaison in order to closely align field training with the Academy's Regular Basic Course.[677]

D. Field Training Research

During the first-year review of the FTP, the consultants also engaged in research related to alternative law enforcement FTP models, and reviewed related manuals, best practices, and scholarly articles. This informed their understanding of POST's FTP and related materials, and will inform potential recommendations developed during the second-year review of the FTP.

E. Second-Year Review of the FTP

Next year, in the 2027 RIPA Report, Board members will assess the FTP and, depending on that assessment, may provide recommendations to improve field training and related POST curriculum materials. The following questions will guide the Board's assessment and development of recommendations:

1. *What values does the FTP teach and do those values align with the goals of AB 953*?

The Board acknowledges that field training affects entire law enforcement agencies, not just individual newly assigned officers. During the September 8, 2025, POST Subcommittee Meeting, Board members noted how significantly the FTP can impact the culture of agencies since newly assigned officers witness and experience an agency's chain of command, leadership styles, disciplinary systems, and informal norms in action. Newly assigned officers can therefore internalize unit-specific customs, rituals, language, and professional conduct. In addition, the mentorship newly assigned officers receive (or do not receive) helps shape their sense of identity and belonging within the agency.

669 Com. on Peace Officer Stds. and Training, *FTP Volume I*, *supra* note 577, at p. 1-9.
670 *Id*. at pp. 1-9–1-10.
671 *Id*. at p. 1-10.
672 *Id*. at p. 1-12.
673 *Id*. at p. 1-13.
674 *Ibid*.
675 *Ibid*.
676 *Ibid*.
677 *Ibid*.

In exploring this question, the Board will also consider current recruitment issues and generational differences impacting field training, as well as differences of approach between academy and field training officers in terms of quality of instruction.

2. *How well do the FTP materials cover potential for bias and racial and identity profiling*?

    a. *How do trainees learn about bias-reducing police tactics and community engagement*?

    b. *How are trainees evaluated on eliminating bias and engaging with community*?

In assessing the POST-certified FTP materials, the Board will also evaluate *Field Training Program Guide, Volume II, Competency 6— Community Relations/Professional Demeanor*,[678] with a focus on Sections 6.3: Cultural Diversity and 6.4: Racial Profiling. While reviewing such materials, the Board will identify the existence or absence of related rubrics; whether and how POST uses specific terminology (e.g. "procedural justice," "principled policing") related to racial and identity profiling; and how POST incorporates scenario-based and reality-based training (e.g. real-life simulations, role-playing exercises, use of virtual reality) to train its officers.

The Board will also examine FTO training in order to assess how POST-certified trainers relate concepts such as bias-reducing police tactics and community engagement to trainees, and how they evaluate trainees on eliminating bias and engaging with the community. FTOs should be experienced, exemplary officers with strong leadership skills. They should receive specialized training in adult learning, coaching, and evaluation methods. In reviewing the FTO training, the Board will consider how law enforcement agencies assess whether or not the FTO training is effective and how they measure such effectiveness.

3. *How well do FTP materials and training align with academy training in LD 3 Principled Policing in the Community or LD 42 Cultural Diversity/Discrimination*?

Completion of LD 3 and LD 42[679] is critical to a newly assigned officer's progression since they must demonstrate mastery of each course's learning objectives. The FTP is designed to provide newly assigned peace officers opportunities to apply the principles, knowledge and skills acquired in LD 3 and LD 42 classrooms, in real life call for service situations.

The RIPA Board has previously reviewed LD 3 and LD 42 and provided recommendations to POST in the 2022, 2023, and 2025 RIPA reports. In the 2027 report, the Board will focus on assessing how well POST's FTP aligns with the learning objectives articulated in LD 3 and LD 42.[680]

678 Com. on Peace Officer Stds. and Training, *Field Training Program Guide, Volume II, Competency 6— Community Relations/Professional Demeanor* <https://tinyurl.com/mtan53nn> [as of Dec. 17, 2025].

679 *Ibid*.

680 These are materials identified by POST as relating to the FTP and its training on racial and identity profiling: Learning Domain 3—*Principled Policing in the Community* (LD 3), and Learning Domain 42—*Cultural Diversity/ Discrimination* (LD 42). (See Com. on Peace Officer Stds. and Training, *Learning Domain 03*, *supra* note 663; Com. on Peace Officer Stds. and Training, *Learning Domain 42*, *supra* note 664.)

As part of its review of the FTP, the Board will also look at the recently published POST Guidelines on Racial and Identity Profiling, and may also look to additional U.S.-based and/or international field training models to guide its development of potential recommendations.[681]

V. Vision for Future Reports

During the September 9, 2025, POST Commission meeting, RIPA Board Co-Chair Sierra provided the Commission with an overview of the RIPA statute, examples of findings from previous reports, and a preview of the work the Board is engaged in related to the Field Training Program.

Co-Chair Sierra also answered questions and received input from Commissioners. This presentation and dialogue highlight the fact that the Board and Commission aim to strengthen their partnership by working even more collaboratively in the future. For example, the Board hopes to engage in more targeted outreach to law enforcement agencies. During the September 8, 2025, POST Subcommittee meeting, Board members noted that this outreach would be beneficial since RIPA data is reported using non-identifying officer numbers, and peace officers have repeatedly expressed concerns with DOJ using RIPA data to identify individual officer information. Working with POST to provide outreach and better access to resources will address these concerns by ensuring that peace officers and law enforcement agencies throughout the State understand that DOJ does not use RIPA data to identify individual officers, nor does it disaggregate RIPA data for this purpose.

In addition to engaging with POST in these ways, over the next year, the Board looks forward to completing its review of the FTP, and in future reports, the Board will continue to review RIPA course updates. The Board will also further collaborate with POST regarding requests for input on guidelines, regulations, and training courses being developed and updated relating to racial and identity profiling.

681 See off. of the Solicitor Gen., *Ontario Transforming Police Response and Training* (Apr. 3, 2018) <https://tinyurl.com/3zk7xpru> [as of Dec. 17, 2025] (discussing Ontario Police College in Canada training programs with emphasis on de-escalation techniques, communication skills, and conflict resolution); Joining the Police, *Apprenticeship (PCDA) Entry Route* <https://tinyurl.com/mxzhsnv9> [as of Dec. 17, 2025] (UK Police degree-based training integrates academic learning with practical training); Staller et al., *Police Recruits' Wants and Needs in Police Training in Germany* (2022) 36 Security J. 249, 250-251 <https://tinyurl.com/bddwu2er> [as of Dec. 17, 2025] (discussing the extensive German Police training program, which sometimes lasts 2-3 years with a strong focus on ethical training and legal education); Charle, *Tokyo (Japan) Police Academy* (1979) 2 Police Magazine 49, 49-53 <https://tinyurl.com/yc6h5c2z> [as of Dec. 17, 2025] (Japanese Police Academy training program focuses on legal studies, community engagement, and public service as well as physical fitness and discipline).