



Commission on Peace Officer Standards & Training

# Instructor's Guide to Learning Activities

For Leadership, Ethics and Community Policing



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**Instructor's Guide to Learning Activities  
For Leadership, Ethics and Community Policing  
Version 1.0**

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**Instructor's Guide to Learning Activities**

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## **FOREWORD**

The California Commission on Peace Officer Standards and Training is pleased to provide this Instructor's Guide to Learning Activities in support of the Leadership, Ethics, and Community Policing Project. The Guide will be a resource for instructors and others charged with the delivery of Peace Officer Basic Courses and will help with the integration of the core concepts into the academy curriculum. It will also emphasize critical thinking and problem-solving skills.

The Learning Activities noted herein are required in 16 of the Basic Course Learning Domains and their use is strongly encouraged in all other Learning Domains as a means to provide an academy experience that is closely linked to future peace officer duties.

The Commission sincerely appreciates the efforts and support of the many curriculum consultants, instructors, academy directors, and coordinators who worked with POST staff to develop this Instructor's Guide to Learning Activities. The Commission also extends its appreciation to agency leaders throughout California who provided personnel to participate in the development of this Guide.

**KENNETH J. O'BRIEN**  
Executive Director

# **Instructor's Guide to Learning Activities for Leadership, Ethics, and Community Policing in the Basic Course**

## **Goal Statement**

POST's mission is to provide the finest quality public safety training and professional development that is responsive to the needs of the agencies and diverse communities we serve.

The goal of the basic academy is to prepare students with the knowledge, skills and abilities necessary to succeed in a field-training program after graduation and ultimately to function as a peace officer in California.

The purpose and objective of these learning activities is to provide opportunities for discussion between instructor and student, opportunities to refine critical thinking skills and to practice field-relevant skills in a safe, yet challenging, learning environment.

Students should be allowed to freely share relevant opinions and values during each discussion. Students are expected to enhance their knowledge of leadership, ethics and community policing and their role in each concept as peace officers, and to adhere to these values during their academy training and throughout their career as a peace officer.



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## **Introduction**

### **Purpose**

This instructor's guide to learning activities describes specific scenarios, activities and other active learning techniques to engage academy students in the student-centered learning environment. The emerging academy classroom emphasizes the retention of material in a setting where learners are responsible for their education for the ultimate purpose of succeeding in field training and beyond. These learning activities emerged during the course of the POST project to integrate Leadership, Ethics and Community Policing (LECP; defined in Appendix) into the Basic Course curriculum. They are also consistent with the move from traditional lecture-based training to the facilitation of Basic Course learning objectives.

The purpose of the basic academy is to prepare students with the knowledge, skills and abilities necessary to succeed in a field-training program and ultimately to function as a peace officer in California. To do so, students must leave the academy experience with an ingrained understanding of core concepts of leadership, ethical decision-making and policing in a manner consistent with the lawful needs, desires and goals of their community. The academy classroom, therefore, must be one where competency is acquired, tested, refined and reinforced. The best way to ensure effective application of skills learned in the academy is to involve students in their own learning. An active, learner-centered training environment is the most effective way to develop the skills, knowledge, beliefs and behaviors that will lead to their success as peace officers.

### **How to use this Guidebook**

The learning activities in this guide were first developed by instructors in classes at the four pilot LECP academies in 2003-04. The activities were evaluated by instructors and their students, and then expanded, rewritten and refined for general use. Each Learning Domain contains learning activities presented in the following manner:

- The Prerequisites – what the student should have read or experienced prior to the learning activity. This primarily lists the student workbooks the student should have completed or have previously received training.
- Introductory information – this information is intended for the instructor, and may be used in lesson plan development, delivery of material or for questions posed to the class during the discussion phase of the learning

activity. Although not strictly stated, the introduction is anchored in the Leadership, Ethics and Community Policing (LECP) project. The goal of the LECP is to ingrain those concepts across the curriculum and into each lesson plan. Your responsibility is to make the concepts come alive during your training.

- Learning Objectives – these objectives are anchored in Bloom's Taxonomy. The first three levels are those that are tested for mastery; the remaining three are the ones that reinforce "learning how to learn" and form the basis from which peace officers use knowledge gained in one setting to resolve conflict in others.
- The Activities – the activities are presented in a narrative format to assist in your understanding of the nature of the activity, how it may be delivered, and how to end the activity with the desired understandings. The format and focus of student work may be varied at the instructor's discretion as long as the selected format emphasizes interactivity and student work rather than presented information in a more traditional teacher-centered classroom.
- Time needed to complete the activity – these are estimates of the time generally required for the completion of the activity. Some activities indicate time for preparation, group work and follow-up questions or debriefing. Instructors may extend the time used, especially if students are wrestling with important concepts or synthesizing learning into another concept or teaching point. Alternate group work formats may also either extend or contract time necessary to complete the activity.
- Comprehensive questions – these are strategic questions that may be used to ensure all learners have acquired core concepts in the activity or concept area. They may be used to wrap up a session, or may be used as a prompter to initiate a class review of learning.
- Resources – these are available resources that may be used either in class, or by students beyond the training environment. The listing of resources in each activity is a starting point; as the subject-matter expert in the LD, you should use your knowledge to identify and use other resources to enhance the training experience.

### **Facilitating Active Learning**

The activities are intended to be folded into your lesson plan, and not be a separate component of training (e.g., don't stop and say "OK, let's do one of the POST learning activities" etc.). They are successful examples of activities your peers have used while working with the student-centered classroom. Starting in late 2005, all levels of instructor development training will enhance their emphasis on

facilitation skills development. The essence of this training modality is to involve the student in the acquisition of their knowledge and in making them responsible for their learning<sup>1</sup>. These activities are an example of interactive training. There are a wide variety of other techniques you will use as you construct your lesson plan. They include (but are not limited to):

- Paired and small group work to extend and deepen understanding
- Problem-solving scenarios and strategies
- Blended learning strategies to use technology in support of training
- Case study method
- Problem-Based Learning (PBL)
- Independent or small group research
- Student teaching of selected topics

There are references to interactive training strategies and techniques throughout this guide. In general, there should be an opportunity for the learner to reflect and discuss the content of training on a regular and recurring basis via group work, written work, class discussion or application simulations. Further, consider how you currently deliver information in your training. Persons can generally recall information in five-to-seven “chunks” (think of a phone number, Social Security Number or other common knowledge chunks- if you added a few more numbers- like a country code- they become much more difficult to retain). This holds true in education, where learners need time to internalize concepts whenever a limited set (five to seven, for example) have been introduced.

### **Integrating the Learning Activities Into Your Lesson**

The learning activities should be a foundation to your active learning efforts. As you gain confidence in their use, it is quite possible you will want to modify, enhance or vary the activity. This may be due to current events, emerging trends, available technology or the expertise of those on your academy staff who can assist in developing instructional material that will produce the desired training effect.

The most appropriate steps to integrate these activities into your preliminary lesson plan are to:

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<sup>1</sup> Student self-assessment both prior to and during the learning experience is a valuable means by which they may understand what “good” or “excellent” looks like, and to align the retention of knowledge and skills to tested concepts. Rubric-based assessment is an excellent means by which to complete this goal. See Problem-Based Learning and related concepts.

- Scan the guidebook, not only within your assigned subject area, but in others to gain a sense of the variety of learning styles, breakout and small group work options and scenarios that might work well for your intended purpose.
- Select a preliminary group of activities for possible inclusion in your lesson plan.
- Write a preliminary draft of your lesson plan. Consider the overall learning objectives of the *Training and Testing Specifications* ([www.post.ca.gov](http://www.post.ca.gov)) for the Learning Domain, time allotted to the training, available audio-visual resources, job aids or other materials you will need to present the training, etc.
- Include an appropriate array of learning activities as a part of the draft lesson plan.
- Script the lesson plan, including time requirements and constraints. The time available may cause an expansion or contraction of time for a specific learning activity (remember, the Basic Course Curriculum has been modified significantly to allow added time for interactive learning, so do not remain fixated on what you “used to teach”).
- Develop the final student-centered lesson plan (incorporate learning activities as a part of the delivery)
- Locate and confirm your resources.
- Present the training; facilitate student learning.
- After the training experience, consider student input, and then refine and revise the lesson plan to enhance the active learning components of the training.

Note: Many of the learning activities described in this guidebook may be applied to a variety of Learning Domains. If you are thinking of adding activities to your lesson plan, do not restrict your search to those listed for your particular LD. You may research activities beyond your own as well as other resources to add tools for your use; keep them in mind as you construct your next lesson.

### **Instructional Methodology**

The traditional methodology of instruction in the regular basic academy course has been to focus on a teaching approach that emphasizes the teaching of complex information, memorization of various codes and in activities that instill a basic knowledge of the policing profession. Although that approach has merit in many of the competencies and learning domains encountered in the basic course, it falls short when the new officer or deputy is required to analyze, synthesize or evaluate how they should use the knowledge gained in the often ambiguous environment

into which they will be thrust. Beginning January 2006, POST Regulations will require LECP learning activities in sixteen of the Learning Domains (1, 3, 4, 15, 16, 18, 19, 20, 21, 22, 23, 25, 28, 30, 37, 42) in the Basic Course, and also encourages instructors to use similar strategies throughout the academy experience.

This section will acquaint you with this significant transition in our police academies. It will review the philosophies and concepts driving changes occurring in the academy curriculum, and also orient you with the ways in which the new curriculum should be taught. The following chart displays the move from traditional academy instruction to the basic course emerging in 2006 and beyond.

<b><u>FROM...</u></b>	<b><u>TO...</u></b>
Instructor Centered Training	Student Centered Learning
Instructor responsible for teaching	Student responsible for learning
Just in case training	Just in time training
Memorization of facts, tables, codes and procedures	Identification and retrieval of information at the time it is needed
Fact-based training	Problem-based training
Blank slate trainee	Knowledgeable adult with little or no police training or experience
Teaching knowledge and applied skills	Teaching applied and interpersonal skills and conflict resolution
Graduate recruits for field duties as an officer or deputy	Graduate recruits for success in the Post academy held training
The “dip” approach	Immersion into the topic and its relation to other topics and concepts
Pass tests	Learn Subjects
In-class training	Active, blended learning

It is important to note the manner in which our recruits have been taught still has merit and much of the knowledge and concepts will be valid for years to come. At times, using lecture supported by Power Point, memorization of facts and similar strategies will remain a part of what an academy instructor uses to teach and train others. For a number of reasons, however, relying on those tools as primary methods to engage students in learning is well short of what will be required to ensure the recruit succeeds once she or he moves beyond the confines of the academy setting.

The emerging Basic Course curriculum is grounded in active adult learning consistent with long-standing theory and practice in education. You will maximize your effectiveness as an instructor if you are familiar with this body of knowledge (a discussion of Malcolm Knowles and adult learning appears in the Appendix) and in the use of facilitation techniques to create a learner-centered instructional environment. To ease your use of this guide, you should be familiar with why using learning activities is so important and how their use will help you achieve your goal of transferring your knowledge to those who must apply it in the field.

## **Conclusion**

Think of the *Training and Testing Specifications*, this guidebook and previous lesson plans as a foundation and a starting point for your future teaching activities. Some instructors have felt constrained by what has always been done. Our responsibility as teachers and trainers, however, is to prepare the next generation of peace officers to succeed in a tough, evolving field environment. The academy classroom should, to the greatest extent possible, replicate the demand they will find in the real world. Our job is to deliver training experiences that do just that, and to make the class setting one where they not only remember what you said, but can do the things they are supposed to do.

# **Learning Domain 1: Leadership, Professionalism, and Ethics**

## **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*

## **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. Learning Domain 1 is the initial block of instruction for most basic Academy programs. This domain covers leadership, professionalism and ethics. The Domain addresses the need to make a conscious commitment to maintain public trust and to act in a manner consistent with the highest ideals of the profession at all times.

The students are at the starting point in their careers, and should be made aware they will assume roles of leadership in their organizations and communities from the day they start the academy. The academy is the crucible within which students will first learn and apply principles of leadership, including:

- Learning to follow the leadership efforts of others; to follow the lead of academy instructors and staff and others appointed to lead their initial training experience
- Learning to manage one's own emotions and perspectives to enable others to trust them and form the relationships necessary for effective leadership
- Learning to take responsibility for one's own actions and conduct
- Learning to lead peer students as assigned, and to follow the lead of others appointed for that purpose throughout the academy

Leadership, professionalism, and ethics do not make a “stand-alone” learning domain. Its themes are woven throughout the academy experience, in the student's field training program and in the laws they are sworn to enforce as peace officers. Most questions of ethics and integrity fall into one of two main categories. The first category is characterized by questions that have clear right answers. Stealing, lying, and falsifying reports are wrong. The goal is to help recruits distinguish right from wrong and choose right. The second category is characterized by questions that have two or more right, but conflicting, answers. These are called dilemmas. The goal in these cases is to help recruits identify these dilemmas and make choices based on best practice standards and the highest values of the policing profession.

## **Learning Outcomes**

At the conclusion of this activity, the student will be able to:

- Explain the relationship of leadership, ethics and community policing to the student's role as a peace officer
- Demonstrate an understanding of the Six Pillars of Character and their relevance to policing
- Demonstrate an understanding of the nature of ethical conflicts and a means by which to resolve them
- Explain the role of peace officers in the community and the nature of the relationship between the police and those they serve

## **Activities**

### **Activity One**

This activity entails student work to recall, understand and apply the Code of Ethics by reinforcing segments throughout the academy. It should be repeated until all students can recite and respond to questions linking the Code of Ethics to questions regarding ethical issues of concern to the police. There are a number of possible variations to the mere recitation of the Code of Ethics to reinforce the student's understanding of its tenets; instructors should use their creativity to develop ways to present training to add depth to the understanding, analysis and evaluation of the Code as it would be applied in the field as peace officers.

The academy staff or instructor will assign a member of the class (usually the class sergeant) to read the Code of Ethics to the entire class. The academy staff or instructor will then question students about the meaning and importance of the Code of Ethics. Students will then read and recite the Code of Ethics on each break one to two times per week, and academy staff or instructors will continue to engage them in dialogue regarding the meaning of the Code after the recitations.

Variations on this theme may be:

- Assigning students to research (Internet, media or print sources) appropriate incidents that involve leadership, ethical conduct or community policing, then lead discussions amongst their peers regarding the incident, its relevance to the Code of Ethics and to their profession
- Allowing students to create role play examples of incidents that relate to portions of the Code, then to lead class dialogue to ensure others understand the relationship between the Code and the incident depicted
- Any other means to move beyond recitation and into understanding, application and evaluation of the Code of Ethics to their role as peace officers

### Comprehensive Questions

Levels of dialogue and questions asked by staff should progress from clear issues of right and wrong to more complex issues of community confidence, the role of the police and related issues in the leadership, ethics and community policing realms.

Examples of questions are as follows:

1. Why must a peace officer maintain high ethical standards in his or her private life?
2. Explain the conflict between the Code of Ethics and the “Code of Silence.”
3. Why is it important to serve the needs of the community, and not just to enforce the law?

### Activity Two

This activity entails student work outside of the classroom to locate sources for class dialogue. It can be used as a stand-alone exercise, or at the start or end of content blocks to help transition into student-driven activities. Each activity can take from two to ten minutes or longer depending on the quality of student discussion and contributions to the subject at hand.

Assign students (perhaps on a rotating basis) to locate a current event on leadership, ethics or community policing. The current event can be from a newspaper, magazine or Internet sources. Students will take turns reading the articles, then lead class dialogue regarding the relationship between the current event and the police profession.

### Comprehensive Questions

Instructors may wish to contribute to the class discussion, especially when occasions arise that afford an opportunity for a “teachable moment” on an issue of importance or relevance to their work in the academy. It is important for students to wrestle and reflect on concepts and issues, so instructors should seek to refrain from providing “the answer” or responses that could minimize the student’s learning. Instructors may wish, however, to ask initial questions, or to provide linkage questions, such as:

1. Why did you select this article?
2. What leadership, ethics, or community policing issues are contained in the article?
3. What is the relationship between issues in the article and our work as peace officers?
4. If you were the chief or sheriff of that agency, what type of response would you have to questions from your community on the incident?
5. If you were the officer or deputy’s supervisor, what counseling might you provide to help them through the outcomes of the incident?

### **Activity Three**

This activity is related to the student materials developed by the Josephson Institute of Ethics specifically for students in an academy setting. Rather than merely enforcing knowledge of the material, it is important for students to discover its relevance to the leadership, ethics and community policing issues they will face as peace officers.

Students will facilitate a role-play or discussion of the following activity (assign a class member to introduce the topic, solicit volunteers for a role play and other related work):

“You are dispatched to a shoplifting incident at a local convenience store. Upon arrival, you make contact with the store manager. The manager tells you that she observed a male subject steal some candy and walk out of the store. Upon making contact with the suspect, he admits taking the candy and tells you he is an off-duty officer from a neighboring jurisdiction. The off-duty officer says he is “not sure” why he took the candy and asks that the incident not be reported because he will lose his job.”

Students should form breakout groups to discuss and answer the following questions:

1. Which one of the six pillars of character is most at issue in the activity?
2. Who are the stakeholders?
3. What are the possible courses of action?
4. How would you document the incident?
5. Select a spokesperson(s) to present and justify your group's answers to the class.
  - Explain a police department's position on this issue.
  - Demonstrate the ability to handle follow-up questions.

Students not selected as spokespersons will be required to:

- Ask questions.
- Offer suggestions, opinions, options and comments whenever necessary to help facilitate a discussion

### **Comprehensive Questions**

There are countless variations to the described incident. In Learning Domain One, students are at the early stages in their understanding of the role of peace officers so it is important to provide clear examples, yet challenge their beliefs and values through an examination of difficult incidents and ethical conflicts that could emerge in their work as peace officers. This type of activity would normally take about 5-10 minutes for small group discussion, followed by 5-15 minutes of class dialogue. As with previous activities, instructors should allow the class to manage the content of the discussion while the instructor assess learning, ensures participation from individuals in the class

and works to move understanding to higher levels through occasional questions or prompts at appropriate intervals.

### **Application**

It is important that content in this Learning Domain is not presented without a context for students to understand how it relates to their work in the academy and throughout their careers. LD1 also sets the stage for student expectations for learning for the rest of the academy. Do not focus on “passing the test” or merely memorizing facts. Give effort instead on true learning, retention of knowledge and tools for applying their learning in the field training program and beyond.

### **Resources**

- POST Manual LTRC 2004-01: *Ethical Decision-Making Tools for California Law Enforcement*
- *The Academy Experience* and related material developed by the Joseph and Edna Josephson Institute of Ethics for California Police Academies in 2006
- *Training and Testing Specifications for Peace Officer Basic Courses* within LD1; Learning Activities for LECP



## **Learning Domain 2: The Criminal Justice System**

### **Prerequisites**

The students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community* and,
- LD 2: *The Criminal Justice System*

### **Introduction**

Learning Domain 2 introduces the student to the criminal justice system. This block of instruction covers the constitutional rights of all individuals in the United States, regardless of the status of their residency or citizenship, and the role of the criminal justice system in protecting those rights.

The criminal justice system can be a frightening and frustrating experience for many in the community who might rarely have to interact with it. The process of prosecution, court delays, subpoena and testimony requirements, the role of the defendant's attorney and the actual and psychological costs to cooperate with the legal system can all be viewed as indignities beyond the criminal incident by victims, witnesses and family members involved in the State's efforts to bring criminal perpetrators to justice. Peace officers are often the first representatives of the justice system with whom victims come into contact, and they have a role and responsibility to help make the criminal justice system more user-friendly to those seeking redress for crimes.

The criminal justice system is a complex network of agencies and persons with formal and informal relationships and partnerships to make it work. Peace officers, district attorneys, judges, probation officers and victim/witness advocates and others have similar, but sometimes conflicting, goals and objectives in their responsibility to the State, to all who are subject to the criminal justice system and to protect the rights of those accused as well as those victimized. Peace officers are in the unique position of being able to resolve issues within the framework of policy and law to ensure the already-overloaded court system is not burdened with frivolous allegations or incidents that may be better resolved at the community level.

Another unique role bestowed to the police is the power to intervene into criminal incidents and take offenders into custody. This power extends to the legal authority to use that force necessary to affect an arrest, including the use of force likely to cause the

death of a person who presents a potentially lethal danger to the officer or others. The peace officer's authority to exercise powers of arrest and use necessary force to do so does *not* come from the rule of an authoritarian dictator. Rather, it comes from the will and consent of the people who put their trust in policing those powers with the utmost of care and restraint.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Identify and act on presented ethical dilemmas presented in their role as a representative of the criminal justice system
- Demonstrate an understanding of their role as peace officers as representatives of the criminal justice system when presented with a specific facts circumstance
- Defend their actions when choosing a course of action to resolve issues related to the justice system and contact with members of their community

### **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide "the answer" or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

Selected student leaders will be assigned to research and prepare training for their peers in selected areas regarding Constitutional law and its impact on the criminal justice system. Student will be given their topic with adequate advance notice to prepare a 10-12 minutes training segment, and be encouraged to use academy resources, the student workbook for this Learning Domain and other appropriate information. They should also be encouraged to make their training segment active and student-centered through the use of question and answer dialogue, role play scenarios, group work or other similar strategies.

Possible areas for student training are:

1. Equal protection under the law
2. Cruel or Unusual Punishment for crimes
3. Due process
4. The right to a speedy trial
5. The right to face one's accuser
6. Any other area that would enhance student understanding and learning necessary to achieve competence in this Learning Domain

Student training may be interspersed in the overall presentation of content, or placed as the lead-in segment for a particular block of training. Having students train their peers allows them to learn specific content, and also allows them to refine public speaking and problem-solving skills through this work. Instructors should facilitate the process of student training, and use class responses and conclusions to identify gaps in student knowledge worthy of continued work.

The time estimate for student-led training is 10-15 minutes plus any Q&A time in class led by the student-trainer or instructor. Students should be given from 20-30 minutes at minimum to prepare their training segment.

### **Activity Two**

The following scenario will be distributed to students in groups with 4-6 members each. The process of this activity is to allow individual work, and then small group work to discuss and resolve assigned questions. The group work will be followed by presentations by groups to the assembled class to demonstrate an understanding of concepts under study. The scenario is:

”You are a deputy assigned to uniformed patrol in a suburban community. You receive a call of a disturbance at the home of a known sex registrant. When you arrive, you learn from the resident (who acknowledges being a registered sex offender who has been released from probation) that a neighbor has just assaulted him by punching him in the face. Witnesses to the incident tell you the assault occurred after the victim was seen apparently staring at youthful females playing in the neighborhood while standing in the front yard of his residence. You learn the neighbor who assaulted him said he believed the victim was trying to look up the girl's dresses while they were playing on a swing set.”

Groups should be assigned one or more questions for study. Each student will be tasked to work for 3-5 minutes individually to write out their answer/s to the query assigned.

At the end of that time, group members will share their answers, comparing and contrasting them with one another. The group will then work to come to a consensus (general agreement) regarding the most appropriate course of action in response to the question/s asked. Questions are:

1. What actions would society expect the police to take to resolve this incident?
2. What actions would you like to take as an individual?
3. Why is it important to take the appropriate action?
4. What ethical issues are present in this incident?
5. How does the victim's registrant status impact your investigation?
6. If the victim tells you to "forget it" do you have further obligations to any party to this incident? If so, what are they, and what actions should you take?

Selected student leaders will facilitate the process of group presentations under the guidance of the instructor. Options for group work are to have each group work with only one question, then to build the corporate expertise in this topic area from the variety of presentations and group findings.

This activity will take about 12 minutes in individual and group work, then 1-3 minutes per group to report findings. Total time for the activity may extend from 25-30 minute to a full academic hour if extended discussion of core concepts is desired.

### **Activity Three**

Assign students to locate a current event on the Criminal Justice System. The current event can be from a newspaper, magazine or the Internet. Students will take turns reading his or her article and explain how it relates to policing, the department involved and the community within which the incident took place. This activity can take place can be expanded to include student discussion of the articles, and articles may be posted for informal review in the classroom, break area or other appropriate locale. Instructors should strive to ensure students begin to understand the linkage between the conduct of the police and how their communities may view them.

Time estimate per reading is 2-3 minutes per student, plus any time taken for class discussion. The activity allows students to practice public speaking skills, to articulate and defend their perspectives regarding the meaning of the article to the policing profession and to better understand that community confidence in the police is built upon a foundation of police actions in the public view.

### **Homework Assignment (Optional)**

Assign the students to write a two-page memorandum on the following:

Imagine that you are a peace officer assigned to a rally for a group that is promoting an idea you find personally offensive. Describe the situation and answer the following questions:

1. Do you have a responsibility to protect an individual's right to free speech without the infringement of others?
2. Which amendment establishes this responsibility?

This activity may be facilitated in concert with the academy's LD18 (Investigative Report Writing) staff as a means of providing a level of relevance to students in this topic area. In this protocol, written work is cooperatively assessed by the lead instructor in this LD as well as LD18 staff.

### **Comprehensive Questions**

At the conclusion of appropriate segments of each learning activity, the facilitator or assigned student leaders will conduct a debriefing with the students. The following ideas should be discussed:

1. What's in it for me?
2. Who are the stakeholders in each ethical dilemma?
3. How does peace officer conduct and attitude affect the community, the department and the officer?

### **Application**

Students should readily see the relevance of their role in the criminal justice system in their future duties. They may hold misimpressions of the justice system based on depictions in the popular media or other similar sources. They may also not have a clear understanding of the Constitutional obligations inherent in their role as peace officers. Training in this content area should serve to enhance their understanding of that role, and also their responsibility to gain and hold the confidence of the community as they perform their duties.

### **Resources**

- The US Constitution, including Amendments
- Internet and media sources for current events
- Agency policies related to the use of force and powers of arrest
- The CA Penal Code and related criminal statutes



## **Learning Domain 3: Policing in the Community**

### **Prerequisites**

The students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*; and,
- LD 3: *Policing in the Community*

Additionally, each student should have completed learning opportunities (in class or self-paced) on topics related to Community Policing, Problem Oriented Policing (POP) and have a working knowledge of the SARA model prior to engaging in learning activities as noted herein.

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. This learning domain identifies the roles and responsibilities of a peace officer in the community and identifies the basic elements of communication and the components of each element. This learning domain also presents the tenets of community crime prevention efforts and identifies the basic steps of a problem solving strategy.

The philosophy and strategies of community partnerships are not new to policing. The need to rethink these ideas; however, and to reaffirm the advantages of the police and their communities working together has intensified due to the complexity of threats to the peace and tranquility of those we serve. In an atmosphere of partnership, the “we together” must replace “us vs. them.” The challenge to the police is to find ways “we together” can maximize the deployment of police resources and leverage the interests of individuals to the betterment of the community at large. Even though specialized units can be created to work on problems, it is the responsibility of each member of a policing agency to find ways to engage the community and improve the quality of life for all.

How we understand the problems of a community and how it organizes itself to achieve its goals may differ from area to area. There are numerous ways to create and sustain work on crime and quality-of-life issues. Identifying problems can be a challenge since community members and peace officers may not always identify or prioritize problems in the same way. The end result of community relations should be that community members and peace officers see themselves on the same side, working to identify and

solve problems together. Policing in the context of the community's needs and desires is the most direct form of governance, and the core of our role to create an absence of fear of crime in the minds of those we serve.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Demonstrate an understanding of how the police can create opportunities to partner with community members to resolve issues of mutual concern
- Identify facts circumstances that warrant problem-solving strategies, and then implement those strategies from amongst available options
- State and defend the need and desire for effective partnerships with their communities to enhance the role of the police

### **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

Another consideration is to assign the Recruit Training Officer (RTO) to some or all of the activities as facilitator. Since activities may take more than one class session, the RTO might more easily manage the completion of work by all students.

### **Activity One**

Subsequent to training on basic strategies in crime prevention, target selection, crime prevention and crime patterns, students will be divided into small groups (usually five per group depending on overall class size). Each group will be assigned to prepare a 20-minute presentation on an assigned topic to the identified group. In each presentation, class members will act as the specified audience and ask questions with that frame of reference. Topics are:

- a. A neighborhood watch group about burglary prevention
- b. A senior center group regarding personal safety awareness
- c. A merchant group to discuss robbery prevention
- d. A group of college freshmen (male and female) about sexual assault
- e. A merchant group about shoplifting/employee theft prevention
- f. A group of high school seniors about DUI prevention
- g. Any other issue or group relevant to the region or agency

Time estimate: Forty-five minutes for groups to research and prepare their training and presentations. Twenty minutes for each presentation (consider 15 minutes for the presentation with five minutes for audience questions). Total time for the full activity will be three hours up to a half day. Larger academy classes may elect to space presentations across several days to allow for the completion of work by each student.

### **Activity Two**

This activity involves soliciting members of various groups or organizations to come to the academy to speak to and field questions from students. Speakers may be from organizations as diverse as senior advocates, Mothers Against Drunk Driving, Students Against Drunk Driving, the Anti-Defamation League, media representatives or any other school or community-based organizations that represent and serve members of the community.

Traditionally, academy staff or instructors sought out these speakers. It is more beneficial for the student's learning for selected class members make contact with the chosen organizations, and then to facilitate the learning session. The student would be responsible for arranging the time for the engagement, then to introduce the speaker and provide a brief background about the speaker and his or her organization.

The presentation should take no longer than fifty minutes, including time for questions by students (facilitated by the hosting student). The series of eight to ten presentations should be spaced throughout the academy curriculum, and time should be devoted to ensure the presented material is focused on student needs to identify and develop an awareness of community partners and the resources they offer to resolve issues and problems.

### **Activity Three**

Student groups of four to six are assigned to scan the local community environment, assess problems of interest to the police, and then develop a response plan intended to mitigate the problem identified. Students will be encouraged to use available community resources, to interview persons or agencies that might help them resolve the

issue under study and to use print and electronic resources to identify similar problems in other communities and the strategies used to combat them. If desired, students may create a formal presentation for the academy and the local policing agency of jurisdiction.

A final optional step in this activity would be to select a worthy project from amongst those identified for the class to adopt as a course problem for action. In this option, students would engage the police and others to resolve the issue.

Time estimate: The time for this activity can vary widely depending on the depth to which the instructor desires for their understanding and application of the SARA model or other appropriate problem-solving strategies. If field work is desired, the “course problem” can be assigned both to learn skills and the relevance of the use of those skills for the betterment of their communities.

### **Comprehensive Questions**

There are ample possibilities for questions and issues for further study. The concept of community partnerships propelled the Community Policing, Community-Oriented Policing, COPPS and Problem-Oriented Policing (POP) movements starting in the early 1980's to the present day. Traditional, reform-era policing portrayed the police officer as the expert who was called in to solve problems and arrest criminals. Today's view of the police as a core element of a community network is not only a more accurate view of the police role, but integral to the confidence a community may have towards their law enforcers.

### **Application**

As they act in the role of public speakers and problem solvers, students should begin to see how their work with others in the community makes them more effective combating the root causes of crime and disorder. Students will also learn and refine their speaking and writing skills through these activities, both of which are necessary for success in their careers as peace officers.

### **Resources**

- CA Attorney General's COPPS Office – [www.usdoj.org](http://www.usdoj.org)
- Federal Department of Justice COPS Office
- Training and Testing Specifications for Basic Courses, LD3; Learning Activities for LECP
- Problem Oriented Policing Guides – [www.popcenter.org](http://www.popcenter.org)
- Agency policies regarding partnerships with the community

## **Learning Domain 4: Victimology/Crisis Intervention**

### **Prerequisites**

Students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 2: *The Criminal Justice System*; and,
- LD 4: *Victimology/Crisis Intervention*.

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. This learning domain provides learning opportunities for students regarding the psychological trauma experienced by crime victims and steps that can be used to defuse crisis situations. Students will learn to recognize and acknowledge the impact crime has on victims, witnesses, the community and police personnel. This content block also works to enhance competence in techniques to interview victims in such a manner that the victim has an awareness of information they may use to assist in coping with a crisis.

Calls for service involving persons in crisis may be amongst the most difficult for many officers to handle. They require demonstrable leadership abilities, sensitivity, compassion, dignity and respect.

Peace officers would be well served to apply the Golden Rule to treat others as they would wish to be treated if they were the person in crisis. Understanding how someone else might feel when victimized will help officers respond in an appropriate manner to almost any circumstance. A crisis can also present an opportunity for officers to effectively interact with members of the community to promote a positive image of the police.

Victims are often the best source of information to further a criminal investigation, although their level of trauma may impact the depth and extent of information provided to a peace officer. An interview conducted with a sense of empathy and caring is not only morally appropriate, but it serves to further the interests of the police to identify and apprehend perpetrators of serious crimes. Early and sensitive intervention on the part of policing and community agencies can help victims gain a sense of justice and help start the healing process.

## **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Demonstrate their ability to express appropriate empathy for the plight of victims in a given facts circumstance
- Evaluate and apply appropriate intervention strategies in situations where they may encounter a person in crisis
- Demonstrate an understanding of the potential adverse or positive impact the first responding officer may have on a victim's ability to recover from a criminal incident

## **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide "the answer" or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

Selected students will be assigned to role-play a vehicle burglary call. The scenario is:

The victim owns an antique watch left to him by his grandmother years prior. The watch was stolen from the victim's locked vehicle via a window-smash car burglary. The responding officer will interview the victim and want "only the facts" of the incident and be disinterested in the intrinsic value of the watch to the victim. The watch has little monetary value and the victim has no insurance to pay for its replacement. The victim will try to encourage the officer to dust the car for prints, a suggestion that is rebuffed by the officer as a waste of taxpayer's time due to the insignificant value of the watch. The officer takes the basic information of the call, and then says she or he has to leave to respond to more important calls for service.

The role players will then lead a class discussion regarding what they have seen. Central themes of the discussion should be:

- How well did the officer handle the situation?
- Did the officer act inappropriately?
- Didn't the officer have an obligation not to waste time when more pressing incidents required his or her attention?
- What impact could the officer's behavior have on:
  - The victim
  - The officer
  - The officer's agency and community

Time estimate: The role play preparation may take up to fifteen minutes, followed by the five-minute role play. Facilitated class discussion may take up to twenty minutes.

### **Activity Two**

Selected students will be assigned to role-play the following scenario:

Officers respond to a call of a domestic abuse. Upon arrival, they contact the non-English speaking victim (the instructor may wish to advise role players they can call on added resources during their investigation that may or may not be available). The officers will work to conduct the initial investigation to determine if a crime has occurred, and if the incident qualified as a domestic violence incident (the presence of Spanish speaking or other non-English fluent class or staff members can add realism to this scenario; the instructor may wish to contract or extend the incident depending on how well the officers are doing to resolve it).

At an appropriate juncture, the scenario will be stopped, at which time students will be instructed to work individually to identify the strategies and resources they would consider to effectively investigate this incident. After 3-5 minutes of individual work, students will work in pairs to share their answers, followed by class discussion facilitated by the role-players.

Time estimate: Fifteen minutes to prepare the role play students, then 3-5 minutes for the incident portrayal. Five minutes for individual work, then five more minutes for paired work. Class discussion may run from 5-15 minutes depending on the depth to which the instructor wants to reinforce knowledge retention.

### **Activity Three**

The instructor will present the following scenario:

You are an officer assigned to an urban area. You are asked to call the watch commander, who assigns you to make a death notification. The victim was a teen at a party where it appears gang members fired shots into the crowd from a passing car. The victim was not a gang member, and appeared to have been at the wrong place at the wrong time. Students will be asked to reflect for 3-5 minutes regarding how they might handle the notification, and then work in groups to create a role play to demonstrate their group's consensus regarding the best options for handling such a call.

At the end of the role play, the group should discuss:

- The options they considered in their selection of the demonstrated means of handling the call
- How the conduct of the officer might impact the victim's ability to respond to the traumatic information
- What resources are available to victims and the police in situations similar to this one

As an alternative, groups may be assigned death notifications with differing facts circumstances, or the role player may be assigned to work with another officer (the instructor or staff member) who will display a callous or uncaring attitude. The role play will continue beyond contact with the victim to the conversation between the officers after the call.

Another alternative would be to have the partner officer demonstrate exemplary sensitivity, compassion, dignity and respect during the activity. The students would discuss the positive results that were achieved and contrast them with the potential negative outcomes related to an uncaring, callous approach.

Time estimate: The role play options and class discussion can make this activity fairly brief or extend into a full hour. Class size may predicate a limit on the number of role play opportunities. Instructors may wish to "hot swap" students into and out of roles at intervals within any particular setting to allow the greatest number possible to experience first-hand the emotions and pressures of dealing with persons in crisis (to hot swap, stop the scene, and then select another student at random to take the place of one or more of the actors. The new actor is bound by the previous statements or conduct, but will then continue and add their own work to the role).

### **Homework Assignment (Optional)**

Assign the students to write a two-page memorandum on the following:

Imagine you are the victim of a sexual assault.

1. What type of officer would you want to investigate the crime?
2. Identify and list the characteristics you feel would be most important to help you, as the victim, deal with this crime
3. Describe the demeanor you would expect of the officer to convey during the initial investigation

This activity may be facilitated in concert with the academy's LD18 (Investigative Report Writing) staff as a means of providing a level of relevance to students in this topic area. In this protocol, written work is cooperatively assessed by the lead instructor in this LD as well as LD18 staff.

### **Comprehensive Questions**

Instructions should serve to place students into settings and dialogue that allows the participant to "see and feel" crisis from the view of the victims/citizens with whom peace officers interact. The learning activities and homework are intended to allow these feelings to surface.

### **Application**

Students may enter training with an understanding of the role of the police in crisis incidents, but may underestimate the emotional and psychological impact of such incidents to the officer or deputy. These learning activities emphasized placing students in the role of officers and victims to allow them to experience the feelings and context of such incidents in a safe environment.

### **Resources**

- Department of Community Crisis Intervention Resources
- Chaplain resources in the area
- Public and private counseling services
- Government resources for victims of violent crime
- Training and Testing Specifications for Peace Officer Basic Courses, LD4; Learning Activities for LECP



## **Learning Domain 5: Introduction to Criminal Law**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism and Ethics*
- LD 2: *The Criminal Justice System*
- LD 3: *Policing in the Community*
- LD 5: *Introduction to Criminal Law*

### **Introduction**

The laws of the criminal justice system are complicated. It is crucial that academy students start their career with a concrete understanding of the law. In addition, students should have some exposure to potential ethical dilemmas they may experience while enforcing the law.

Historically, community groups such as church, family, neighborhood and schools have worked together to develop acceptable rules of behavior and civility. The law emerged as an expression of the sentiments of society with regard to what was acceptable and what should be sanctioned as unlawful. The status of the law is a result of legislation to address issues of conflict.

Peace officers applying those laws and courts interpreting the intent of laws in specific facts circumstances have an obligation to uphold the letter of the law, but also to consider the unique nature of any facts circumstance to enforce the spirit of the law. Criminal law is used by modern society to deter people who are inclined to disregard others' rights to property and security from victimizing community members. One of the core responsibilities of peace officers is to administer and apply the law in a manner that is fair and equitable to all involved. That may mean individuals may be displeased at an officer's actions, and also that courts may agree or disagree with the officer's actions in their role as arbiters of innocence or guilt.

Peace officers must consider both statute law and applicable case law in their effort to apply the law in a fair and equitable manner. Case law will, at times, impose limitations on peace officer conduct to ensure a free and democratic society. Perceived inequities in the law, or individuals who may take advantage of "loopholes" in the law, can create a temptation for peace officers to become cynical or disenchanted with the justice system. Those with weak value systems or an inappropriate view of the role of the police in

society may use the imperfections in the system as a rationale for deficiencies in their own conduct. This mindset can lead to acts or omissions that are ethically deficient, and which may lead to a loss of career for the individual officer and bring discredit to the officer's agency and the policing profession. Prior planning and the development of ethical decision making skills will help avoid these costly mistakes.

### **Learning Outcomes**

At the conclusion of these activities, the student will be able to:

- Describe examples of ethical dilemmas that may evolve while enforcing the law
- Demonstrate non-discriminatory enforcement of the law
- Identify how effective communication can promote or create community partnerships.
- Describe how community interaction can clarify law enforcement's role and purpose.
- Demonstrate an understanding of how negative outcomes and perceptions can be created from discriminatory behavior by the police.

### **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide "the answer" or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

A selected student will lead the initial presentation and subsequent discussion of this activity by class members. The instructor's role is to provide support to the student leading the activity, and to take advantage of "teachable moments" in class to add depth to their understanding of the issues involved in the described scenario.

This activity is one where a scenario is read to the class, after which they are broken into learning groups of 4-6 students per group. Alternately, the scenario can be used for large group discussion of issues if time constraints are present. Small groups should be given 5-7 minutes to discuss the listed questions and be prepared to respond to the class. The scenario is:

“You make a car stop and subsequently arrest the 18-year-old driver for possession of a controlled substance. As you continue your investigation, you discover the driver is the son of a manager in the police agency neighboring your jurisdiction. You know the father from your days at the police academy where he was an instructor (and where you learned the father was respected as a “cop’s cop” by his officers). This is the first time the youth has been arrested and he claims he was “holding it for a friend.” You are still on probation, although you are doing well and do not anticipate any problems successfully completing it.”

Small group or facilitated discussion questions:

- What options do you have, and what is the most ethical course of action?
- What would be the community’s logical interpretation of the officer, and his agency, if this subject were released without criminal prosecution?
- What would a possible response be from the media if they learned the subject was released without criminal prosecution? Create and offer several headlines that could appear in local papers over the next few days.
- What role can a first line supervisor play in this situation (either positive or negative)? What if the officer solicits direction from a supervisor who says to release the subject to his father’s custody? Role-play a conversation to exemplify the pros and cons of possible responses.
- If you were the father of the subject, what would you want the police to do?

Time Estimate: This activity can take as little as twenty minutes if used in a facilitated class discussion. It may also take up to fifty minutes if the small group/class discussion format is chosen. The small group model can be used for an infinite number of learning activities, and can be modified appropriately to further the retention and application of relevant concepts.

### Comprehensive Questions

1. Is there ever a time when a peace officer’s decisions should be affected by someone’s status in the community, who they may be related to, or with whom they associate? Work to evaluate possible scenarios to justify their perspectives and develop solutions to dilemmas presented.

2. What criteria or standards can be used to ensure police actions are fundamentally fair and impartial? Groups should craft responses and work to create structures to guide conduct in a variety of settings.

### **Activity Two**

Have the class break into small groups. Have each group take one of the topics listed below and create a presentation outline to instruct community members about this topic. Groups will deliver a two-three minute presentation about the content of their outline and discuss why their approach would be effective in a public setting. After each presentation, a class member will facilitate a class discussion to assess each group's planned presentation and its potential for success. For those presentations found to be lacking necessary components, the instructor or student facilitators will guide groups through a refinement process.

The setting of group work is that they are patrol officers or deputies who have been asked by their crime prevention unit to attend a neighborhood watch meeting on their beat to make a 15-minute presentation. Persons in this neighborhood want to know about:

- Why officers can stop and search youth walking along the street
- Private persons arrests for crimes and traffic offenses
- What to do if you suspect your neighbor is selling drugs
- How to stop local teens from creating trouble in neighborhood parks
- What the police can do to stop "cruising" problems on Friday nights
- Understanding concepts of law (*i.e. Intent, Probable Cause, etc.*)

(Note- you may select other topics for this listing of presentations to address local issues)

Time Estimate: Ten to fifteen minutes for groups to plan their presentation. Three minutes per group to present, followed by class-driven facilitated discussion time of 15-20 minutes at the instructor's discretion.

### **Comprehensive Questions**

When making public presentations it is important to be prepared. Consider having the class develop a process that outlines what preparation is necessary to conduct an effective presentation and make a positive impression with the audience. In contrast, prepare or discuss also what a lack of preparation might convey about the officer, their agency and their relationship with members of their community

### **Activity Three**

This activity is a facilitated class discussion led by a selected student on the following topics:

1. Why should peace officers **not rely** on stereotypes, attitudes or beliefs about the tendency of any racial, ethnic, or national origin group to take part in unlawful activity?
2. If peace officers do rely on these beliefs as a foundation for enforcement of the law, how might their reputation and leadership in the community be affected?

The discussion may be a portion of a larger segment of work involving self-directed study by students or small groups to research issues of community confidence in the police during the investigation of criminal incidents, the impact of stereotyping on human interactions and other related topics. This activity also lends itself to role-playing opportunities to present important concepts in the activity questions rather than a class discussion.

Time Estimate: Fifteen minutes for the facilitated discussion. Time may be used in addition to discussion time for specific group work or homework on related topics.

### **Comprehensive Questions**

In contrast and comparison to *facts*, assess the values conflicts of stereotyping any racial, ethnic, or national origin group in a decision to take an enforcement action (i.e. arrest, detention, use of force etc.)

1. Is there ever a time that stereotyping or having a presupposition and/or belief about any racial, ethnic, or nation origin group becomes appropriate or justified by the police?
2. Given the war on terrorism, have the rules changed regarding who the police stop, and what questions they may ask of others?
3. How does appearance relate to the ability of the police to stop or detain a person?

### **Activity Four**

Select an appropriate number of student volunteers to enact a scenario for the class (as an option, assign cohort groups of 4-6 students to develop role plays that can be enacted in succession as a means to compare and contrast similar, but differing, incidents).

Role-play an activity where a peace officer tells another officer about an arrest they made the previous night. The officer says:

- He detained his 17-year-old cousin for shoplifting from a small local liquor store.
- All of the stolen property was recovered and returned to the shop owner
- The shop said he wanted “something to happen” to the youth, who has stolen from him in the past.

- He took the youth to a remote location where he “taught him a lesson” then took him home without filing any charges.
- He was happy he had the discretion to do this without adding a burden to the juvenile courts.

The listening officer asks him to explain what “teaching him a lesson” means, and also what the store owner meant when he wanted “something to happen” to the youth (answers to these questions may alter the nature of observations and questions from the class).

At the conclusion of the scenario, the role players will “stay in role” and answer class questions about their actions. A student volunteer will facilitate a fact-gathering session with the class to include questions of:

- Was the officer’s conduct proper? If not how should this have been handled?
- Can an officer adhere to the spirit of the law and still behave in an ethical manner?
- What options does the witness officer have regarding their use of this information?
- Is there ever a time when a peace officer should “take the law into their own hands?”

Time Estimate: Five minutes to prepare and deliver the role play, then 10 minutes for fact-gathering by the class. Subsequent facilitated discussion will take from 10-20 minutes.

### **Resources**

- The Law Enforcement Code of Ethics
- Code of Professional Conduct and Responsibility for Peace Officers, LD1
- Internet resources regarding case law, legislation (current and pending) and community activism regarding cases and their impact on society
- Local community resource agencies

## **Learning Domain 6: Property Crimes**

### **Prerequisites**

The students shall either have been instructed in or had the opportunity to study the student workbook for the following domain:

- LD 1: *Leadership, Professionalism and Ethics*
- LD 2: *Criminal Justice System*
- LD 3: *Policing in the Community*
- LD 5: *Introduction to Criminal Law*

### **Introduction**

Property crimes make up an overwhelming majority of all crimes and cost its victims millions of dollars each year. Students need to understand the criminal and investigative aspect of property crimes, and from a community policing perspective, comprehend the importance of conveying preventative tips and techniques regarding how to protect a victim's home or business.

As leaders, peace officers have the responsibility and the opportunity to promote crime prevention instead of reacting to crimes committed. Useful suggestions such as lighting, window security and alarms can help community members improve security and peace of mind at home and at their places of business.

Peace officers can become overwhelmed and frustrated because many property crimes are unsolvable due to a lack of workable leads. Officers must resist the temptation to manufacture or manipulate evidence in order to create probable cause for an arrest. When a building or dwelling is burglarized and property is damaged or removed, victims commonly report feeling invaded and violated; their sense of security and privacy is shattered. In densely populated neighborhoods victims can feel isolated and betrayed. No matter how small the loss, property crime can have a disproportionate effect on people. Recognizing these feelings can help an officer create the right partnership for solving the case and assisting the victim.

### **Learning Outcomes**

At the conclusion of these activities, the student will be able to:

- Explain the ethical dilemmas that could evolve while investigating property crimes
- Relate how property crime victims may feel invaded and violated, and have their sense of security and privacy shattered.

- Apply effective communication techniques with victims and the community can assist in preventing and solving property crimes
- Identify and resolve the ethical dilemmas that may evolve while investigating property crimes
- Develop strategies regarding community partnerships to assist in solving and preventing property crimes

## **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

An assigned student reads this activity to the class. The intent of this exercise is to have students assess the ethical complexities of this situation. Alternately, the instructor may wish to break the class into learning groups, and then hand copies to each group. The instructor may wish to develop added levels or layers to the problem to help students learn how to re-assess a facts circumstance that is similar, but different from, the original case under study. The scenario is:

“You are a patrol officer or deputy investigating a ransack burglary where a substantial amount of jewelry was stolen. The victims are a young couple who are struggling with many issues. As you inventory the property loss with the victim, they tell you their insurance company will only reimburse the “fair market value” of the items stolen, and they feel the insurer makes them pay high rates, and then exploits them when they need their family heirlooms replaced. To get more money from the insurance company to replace the stolen items the victim asks you to increase the value of the stolen items by least 50 percent each to allow them to be able to replace the items without added personal cost.”

**Time Estimate:** As a group discussion, the activity will take about 15 minutes. If facilitated as a group exercise, allow 3-5 minutes for group discussion, and then facilitate class dialogue for as long as desired (normally 10-15 minutes more). Stop when core elements present are discussed. One follow-up change to the facts circumstance may be:

“OK, let’s change the situation just a little. Rather than asking you to increase the value of the items stolen, they tell you the values when asked; however, from personal experience, you know they are exaggerating the values significantly.”

### Comprehensive Questions

- What are the specific ethical issues (and/or crimes) that develop for the officer and the victim?
- Outline for your classmates the specific dialog would you consider having with the victim about the suggestion?
- Is this suggestion something that should be reported? If so, to whom? If not, why?
- What would be the public’s reaction if you agreed to victim’s suggestion? The insurance company? How would public trust be affected?
- Imagine you are a supervisor, and you learn one of your officers has cooperated with a victim in this manner. What would you do?

### Activity Two

There are few things more violating than coming home and discovering your door has been kicked in and your personal belongings ransacked, or the anger and terror you may feel when you see the empty spot where your car was parked. This activity allows the students to experience those emotions as they place themselves in the position of being victims of crime.

This activity is consistent with a “5-3-1” reporting format. This format and those that are similar help students to explore individual thoughts, refine and add depth to understanding, then to refine choices into important points for retention.

Without advance preparation, ask students to individually list five emotions or feelings they might experience if they became a victim of crime. After 3-5 minutes, instruct students to work in pairs to share their lists and discuss their responses. Give each pair five minutes for this discussion, and then have them form into groups of 4-6 persons. Each group will have ten minutes to develop a list of the top five emotions or feelings experienced by victims of crime, three tactics or approaches officers and deputies can

use to address these emotions, and the one most important thing a peace officer can do to express empathy with a victim of crime.

Have each group make a short presentation about their lists, officer responses and the one most important thing they could do to help. The instructor should select a student to facilitate a class discussion that *compares and contrasts* the responses. Acknowledge responses that are consistent with best practice, and guide students through a refinement process for those that need added depth to be useful skills in the work setting.

Time Estimate: Up to five minutes for individual work, up to five minutes for paired work, up to ten minutes for group work. Class presentations and discussion from 10-30 minutes at the instructor's discretion, depending on how much time is desired for refinement as a class. The "most important point" from each group is the essence of what they will retain, so focus energy on what they will "take away" from the activity.

### Comprehensive Questions

1. What would be the typical victim's emotional responses to a property crime?
2. Imagine your family were victims of a crime. How would you want the officer or deputy to respond?
3. Ask who have been the victims of a property crime? Have one or two tell their story. Have them discuss their feelings and emotions, plus discuss how the situation was handled by law enforcement in a "brainstorming" exercise (good or bad).

### Activity Three

You have been asked by your crime prevention unit to attend a neighborhood watch meeting on your beat and make a 20-minute presentation (this is a common duty for field personnel in your agency). Persons in this neighborhood want to know about:

- Identity Theft
- Burglary
- Vandalism
- Trespass
- Vehicle Theft
- Appropriation of Lost Property
- Current crime trends in their neighborhood

Have the class break into learning groups of 4-6 students. Have each group take ten minutes to work on one of the topics (either self-selected or assigned) above and create a presentation outline that would effectively instruct participants about this topic. It is

important that the outline not be for a lecture-based “expert talk;” rather, that it reflect active adult learning. Encourage groups to develop training that is creative and “out of the box” rather than a traditional “just the facts” presentation a group might expect to hear.

Have each group make a short (2-3 minute) presentation about the content of their outline and justify why it would be effective. After the presentations, the instructor or selected student volunteer will facilitate a class discussion that analyzes each group’s level of presentation detail and effectiveness. Acknowledge what presentations are suitable. For those presentations that are not suitable, or need more refining, guide and facilitate the students through a refinement process.

Time Estimate: Ten minutes for group work, then have volunteer groups give the beginning 2-3 minutes of their presentation and explain how the rest of the 20-minute community talk would have been staged. Discussion amongst students should then ensue with regard to effective presentations, involving the audience in their own learning and ways to invigorate groups to work in partnership with the police.

#### Comprehensive Questions

1. How would you determine what content would be suitable for the presentation?
2. What resources could you use to complement or enhance your presentation?

#### Activity Four

This activity may either be a class discussion or group activity. As a class discussion, read the scenario to students, and then instruct them to individually answer the listed questions. After 2-3 minutes, instruct them to turn to their neighbors to discuss their answers and thoughts. This paired process should take only 3-5 minutes, after which the instructor (or student volunteer) will facilitate a discussion of the core concepts related to the scenario. The scenario is:

“Two officers are working together to investigate a burglary at a local video store. One of the officers takes a DVD from a display and places it in his car. He then lists it on the stolen property report. The other officer sees what has happened and confronts the officer who took the DVD. That officer responds by saying he did not think it would be a big deal and replaces the DVD on the rack. The officer who took the item finally admits what he did, but begs you to “let it slide” because he has a young family and cannot afford to lose his job.”

Time Estimate: Up to ten minutes for individual and group work, followed by class dialogue of ten to twenty minutes. The instructor may wish to modify the scenario mid-

discussion to reinforce the concept that there are standards of ethics as peace officers that differ from others, and which are important with regard to maintaining public confidence in the integrity of policing.

Instruct students to answer the following questions in the process described above:

1. Outline the course of action the witnessing officer should take and justify the answer.
2. What could happen (pro and con) if an officer reports something like this to his supervisor? What could happen (pro and con) if she or he fails to report it?
3. Imagine you are a supervisor, and one of your officers reported this to you. What would you do?
4. What if the item taken was of insignificant value? Does that change the situation? Why or why not?

### **Resources**

- Code of Professional Conduct and Responsibility for Peace Officers, LD1
- Internet resources, including crime statistics, current events, case law decisions, relevant statute law, insurance industry information regarding the costs of crime, etc.
- Local Community Resource Agencies

## **Learning Domain 7: Crimes Against Persons**

### **Prerequisites**

The students shall either have been instructed in or had the opportunity to study the student workbook for the following domain:

- LD 1: *Leadership, Professionalism, Ethics*
- LD 2: *The Criminal Justice System*
- LD 3: *Policing in the Community*
- LD 4: *Victimology*
- LD 5: *Introduction to Criminal Law*

### **Introduction**

The effective investigation of crimes against persons involves apprehending criminals, assisting crime victims and protecting the community. To be an effective peace officer, students must understand how each of these components interconnects.

A peace officer that responds to a call about crime against a person may have to wear many hats. Emergency care for victims, protection of community members against further harm, apprehension of the perpetrator and preserving the integrity of the scene are all part of the job.

A peace officer responding to a call where a person has been seriously injured at the hands of another person may experience many difficult emotions including revulsion, anger and the desire for revenge. Peace officers and community members may share these sentiments. These emotions cannot be brushed away and it is the peace officer's job to keep a clear head in the performance of their duties. Then they must bring the situation back to normal as quickly as possible and avoid the temptation of dispensing street justice or engaging in retaliation.

A student must be able to explain how these crimes impact community's perception of crime and law enforcement.

### **Learning Outcomes**

At the conclusion of these activities the learner will be able to:

- State in their own words how good communication with the community can assist in preventing and solving crimes against persons

- Identify the relationship amongst apprehension of perpetrators, protecting the community and assisting victims in their efforts to fulfill the obligations of their duties as peace officers

## **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

Break the class into cooperative learning groups of 4-6 students each. Have each group take one of the topics listed below and create an interactive presentation that would effectively instruct community members about this subject. Have each group make a short (2-3 minute) introduction to their presentation that demonstrates, 1)How they would intend to start the presentation, 2)How they would engage the audience rather than lecture to them, and, 3)Why their approach would be effective. After the presentations, student leaders will facilitate a class discussion to assess each group's level of presentation detail and effectiveness. For those presentations not well-suited to audience learning, or which need more refining, have students work in groups and in class through a process of enhancing their material. The setting of the presentation is:

You have been asked by your crime prevention officer to attend a neighborhood watch meeting on your beat and make a 15-minute presentation. The crime prevention officer says neighbors want to know about:

- Carjacking
- Robbery
- Child Abduction
- Assaults in Local Parks
- Manslaughter
- Justifiable Homicide

Time Estimate: Preparation time should not exceed 10 minutes; presentations will be 2-3 minutes per group, with 10-30 minutes added time for subsequent discussion, refinement work and learning opportunities. The emphasis of student presentations should be to actively involve their audience in the learning process.

### **Activity Two**

This is a learning activity to develop and enhance student understanding of crimes against dependent elders and related family violence crimes. Students will encounter issues in the cycle of family violence throughout their careers. This activity allows them to explore their response to circumstances occurring in a family home, and where an adult is victimized by an adult child. The specific facts of the incident will help them refine their understanding of this crime, and also to judge options and actions within their purview.

Divide the class into two groups, or in paired groups of 4-6 students each in larger class settings:

- Have **group one** outline how they would investigate the circumstances leading to the conditions they find in the following described scenario. The group's work should include options for action and a recommended resolution to the incident
- Have **group two** identify what department and community resources are available to assist them in their investigation of crimes against seniors

Have each group present their findings to the class. Leaders of the student groups should facilitate a discussion based on the presentations and point out the strengths and weaknesses. The instructor will guide the students and seek opportunities to add depth to their work.

The scenario for group and class work is:

“You are an officer or deputy assigned to a patrol area. You are assigned to respond to a report of suspicious circumstances. When you meet with the reporting party (RP) they tell you their next-door neighbor, Mr. Jones who is 74 years old and has had two strokes in the last two years, has not been seen outside of his house for a week. This is unusual, as he (Jones) likes to sit in his rocker on the porch in the afternoons and read. The RP says that Mr. Jones' 40-year-old son, who the RP says is a known methamphetamine user, checks on Mr. Jones each morning. However, the son has not been seen for about four days. About a week ago, the RP saw the son driving a very expensive car and wearing expensive clothing. The RP tells you this seems unusual because the son as been unemployed for a year.

The RP is afraid to check on Mr. Jones because the son has made it clear to the neighbors not to interfere with him and his father's business. You decide to check on Mr. Jones, and hear a faint call for help when you knock on the front door (the front door is unlocked and you go inside). You see Mr. Jones sitting in a chair. He is bewildered and has some bruising on his right cheek. Jones can't stand without assistance, and smells of urine and feces. When you check him more closely, you see his pants are soiled from feces. Next to his are several full and empty water bottles, and processed food packages. You immediately call for the paramedics.”

Time estimate: Group work will take about 15 minutes, followed by paired group discussions of five minutes each (groups may be paired in larger classes, and initial discussions can take place within these groups- in those instances, assign a student to act as the facilitator of the process and leader of combined discussions).

### Comprehensive Questions

1. Identify and outline what you think may be the difficulties interviewing an elderly person in this circumstance.
2. What kind of physical symptoms of abuse might you see during an investigation of possible abuse?
3. Identify and outline some of the reasons that elder abuse occurs.

### Activity Three

This scenario is designed for both individual or group/class dialogue to assess a peace officer's responsibility when off-duty, and the use of powers of arrest in situations in which an officer is personally involved. It has been developed because peace officers may encounter criminal behavior or other matters warranting police attention while off-duty. They must understand their obligations to act and limitations on their use of police powers in situations where they are involved as a participant in situations that evolve into possible criminal behavior.

The following scenario may be passed out to individual class members, or given to cooperative learning groups of 4-6 students to read and discuss. The activity can take as short as 15-20 minutes if managed as a large-group activity, or a full class hour for individual, group and class dialogue. The scenario used for this activity is:

“An off-duty officer is “winding down” after a patrol shift at a local tavern. The officer is in the company of two other off-duty officers. The officer recognizes a girl sitting with a man at the end of the bar. They begin a conversation, which continues for approximately five minutes. At that time, the girl's date begins to

believe the off-duty officer is flirting with her and becomes upset. The girl's date exchanges words with the officer and soon a pushing match becomes a full-fledged fight. The other two officers break up the fight when their partner begins to get the worst of it. At that time the off-duty officer pulls out a badge, says, "I'm a cop," and arrests the man for assault on a peace officer."

Groups may work independently of one another, and then combine to share their responses. Alternately, groups may select representatives to report their findings. A suitable follow-up activity would be to have students act in the role of the sergeant or watch commander responding to this scene after the off-duty officer has placed the subject under arrest. The role play would be the conversations between the sergeant and responding officers and the sergeant and the off-duty officer.

### Comprehensive Questions

1. Who has culpability for criminal or civil liability at this point based on what you know? Why?
2. What information would have to be determined to select the most appropriate actions and responses by the officers handling this call?
3. What are the relevant considerations for involving oneself in police actions while off-duty? Is it relevant to your decision whether or not you have consumed alcohol?

### Application

As noted in both scenarios, peace officers will encounter incidents similar to those described on occasion during their career. To resolve these situations most effectively, students should give thought to the considerations and obligations they have to act in accordance with law and applicable policy.

### Resources

Research resources for seniors and dependent adults in your community. This should include public resources through government entities as well as private organizations that support

- County Social Services



## **Learning Domain 8: General Criminal Statutes**

### **Prerequisites**

The students shall either have been instructed in or had the opportunity to study the student workbook for the following domain:

- LD 1: *Leadership, Professionalism and Ethics*
- LD 2: *The Criminal Justice System*
- LD 4: *Victimology*
- LD 5: *Introduction to Criminal Law*
- LD 8: *General Criminal Statutes*

### **Introduction**

The effective investigation of crimes involves apprehending criminals, assisting crime victims and protecting the community. To be an effective peace officer, the student must understand how each of these components interconnects.

In many instances, members of the public who witness crimes will often assume guilt and demand “instant justice” or “street justice.” Proper leadership by the peace officer on the scene can prevent the situation from turning onto an act of vigilantism.

Occasionally, crimes that fall under the general criminal statutes can have serious effect. Lawful protest can sometimes lead to unlawful demonstrations. Actions that, in one context, are within the scope of the law can become crimes affecting many others in other instances. The general crime statutes are intended to protect community members against crimes that diminish their sense of safety and privacy in the home and in a public place.

Some of the crimes most commonly experienced in communities are:

- peeping, prowling, and lewd conduct
- impeding the public way
- public disorder; and
- disturbing the peace.

While these crimes are sometimes seen as having low priority, ignoring or even tolerating them can contribute to the deterioration of a neighborhood. Peace officers and community members can form partnerships to keep neighborhoods free from all levels of crime.

## **Learning Outcomes**

At the conclusion of these activities the learner will be able to:

- Describe how the community is served by assisting victims of crimes
- Identify opportunities for community partnerships to assist in solving and preventing crimes
- Explain how the dissemination of information can contribute to reducing or preventing crime.

## **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

This is an activity involving individual, small group and class work. The described scenario may be distributed to students, or a visual (video or similar medium) may be used to establish a foundation for student work. The setting is:

A low-income neighborhood of apartments is plagued with violent crimes such as carjacking, narcotic sales, murder and assault. Have each student list three issues that could negatively affect the *quality of life* in this violent environment.

Once listed, have the students:

1. Develop two proactive strategies that would serve this community by using the resources found in *economic development* and/or *community revitalization agencies*
2. Have the students list *crime prevention strategies* that local law enforcement could employ.
3. Have the students list *selective enforcement tactics* that could target offenders.

Student leaders will facilitate a class discussion by having students share their ideas. Facilitators will guide others through a refinement process to discern a consensus of the most important tactics and strategies for their use once beyond the academy setting. Consider including “real world” experiences of instructors or subject-matter experts to reinforce concepts.

Time estimate: 10 minute group work, 10-20 minute class discussion

### Comprehensive Questions

1. What difficulties or complexities might law enforcement be confronted with when seeking or soliciting help from the community to revitalize this neighborhood.
2. Are there other alternatives to revitalization? What are they and why should they be considered?

### Activity Two

For policing to effectively serve the needs of any community, reporting of crime and dissemination of crime information to those who live or work there is paramount. Divide the students into learning groups (4-6 students per group). Have each group develop a strategy for citizens to report crime to local law enforcement without fear of retaliation from their community. Each group will present and discuss their methodology to the class and why it would work. After each presentation, the class will analyze the strengths and challenges of the selected strategy.

#### *Examples:*

- Anonymous Tip Line
- “Mail a Tip” efforts
- Developing informants
- Rewards programs
- Providing descriptions of wanted persons
- Sweeps of problem areas
- Placing police officers in neighborhood centers

### Comprehensive Questions

1. Are there disadvantages to disseminating crime information to the public?
2. What role can the news media play in the effective dissemination of the crime information?

Time estimate: 10 minute group work, 10-20 minute class discussion

### **Activity Three**

This activity may be distributed to students, or presented as a role-play by students to their peers. The setting is:

Two officers make contact with an intoxicated subject at his residence. The officers are attempting to follow-up information they received about a shoplifting that occurred earlier that day. The officers are looking for a witness to the crime; however, the intoxicated subject is belligerent with the officers. He refuses to tell officers whether the witness they are looking for resides at that residence, and will provide no information on his own identity to the officers. The officers continue to attempt to persuade the subject to cooperate with them, at which time the suspect begins to curse at the officers, telling them to get off his porch. He proceeds to tell the officers he has an extremely poor opinion of law enforcement and he believes that all cops are “liars” and “too stupid to get real jobs.” One of the officers becomes extremely upset and begins arguing with the subject. It eventually leads to the officer taunting the subject and enticing him outside where the officer arrests the subject for 647(f), Drunk in Public.

Time estimate: 5 minute role play; 10 -15 minute class work

Students may be broken into learning groups of 4-6 each, or the activity may be conducted as a classroom discussion. In either setting, possible topics are:

1. How the officer handled the situation
2. Did the officer act inappropriately?
3. What impact could the officer's behavior have on the victim, the officer, law enforcement and the community?

The result of group or class work should be to develop at least three strategies the officers could have employed to resolve this situation differently, two considerations they should keep in mind when in contact with persons who may be under the influence of any substance and one thing they would want to say to the officer involved in this arrest if they were the officer's supervisor.

### **Time**

As noted in each activity. The activities are constructed to allow instructors to expand or restrict time based on overall learning objectives for the content area.

### **Application**

Students should readily see the application of general criminal statutes to their duties as peace officers. During the course of their learning, however, they should be aware of the nature of discretion and prioritization of laws as they relate to the peace and tranquility of the community. Using criminal statutes to accomplish intended outcomes that are consistent with department policies and philosophies in addition to the needs and desires of the community is a goal to which each student should work.

### **Resources**

- Code of Professional Conduct and Responsibility for Peace Officers, LD1
- Internet Resources
- Local Community Resource Agencies



## **Learning Domain 9: Crimes Against Children**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 9: *Crimes Against Children*
- LD 5: *Introduction to Criminal Law*; and,
- LD 15: *Laws of Arrest*

### **Introduction**

Learning Domain 9 provides instruction on reporting requirements for suspected child abuse, as well as identifying and classifying crimes against children. Students will learn about a peace officer's authority to make a warrantless entry into a home whenever they reasonably believe a minor is in immediate danger of being physically abused, neglected or sexually exploited. Students will also become familiar with the role of Child Protective Services and how they work with policing for the interests of children.

In recent years, a number of laws have been enacted to protect children from those who intend to abuse them physically or emotionally. Due to their dependence on others for the necessities of life, children sometimes suffer from neglect through a deprivation of food, clothing and medical care, and at times they lack the emotional care and love they need. Often, suspects and witnesses to child neglect are family members or close friends. In these instances, the investigation of crimes of neglect can be highly emotional for everyone involved, including the officer or deputy charged with resolving the incident at hand.

Peace officers have a variety of tools to help them protect children. Some of these are mandatory reporting laws, emergency protective orders, drug-free school zones and warrantless entry authority to protect minors. While some children seem to grow up quickly and behave like adults, they nonetheless are dependent and vulnerable, especially neglected by their primary caregivers. Some officers may feel sadness, anger or a desire for revenge in the midst of investigating a crime against a child. These feelings cannot merely be brushed away, nor can they be acted upon. Peace officers must maintain their objectivity, and ensure their conduct remains within the scope of the law.

Children who are not necessarily victims, but who witness violence in the home, are at greater risk of being victimized at a later date. There are a variety of community resources and social service agencies that can help to break the cycle of violence in families. Every effort to intervene in high-risk cases is worth making, not only for the present crime, but for the health of families years down line. Partnerships amongst the police, schools, social service agencies and non-profit organizations are often the best way to minimize harm to children and enhance their safety in the future.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Demonstrate an understanding of the requirements to report suspected child abuse or neglect for the police, schools, medical workers and others
- Identify situations where a peace officer may enter a residence without a warrant to ascertain the status of children inside who may be victims of abuse or neglect
- Demonstrate an understanding of the nature of the partnership of the police with Child Protective Services and other social service organizations in a give facts circumstance of child abuse or neglect

## **Activities**

### **Activity One**

This activity will involve individual student work followed by paired discussion to answer questions posed from a read scenario. The instructor will provide the following scenario to students:

“A ten year old girl walked in to her school’s counselor’s office and told the counselor her stepfather has been sexually molesting her for the past five years. The girl said she has two younger sisters at home and she fears her stepfather will “hurt them” also. She said her Mom is gone in the afternoons at work, which is when her stepfather assaults her. She also reports the stepfather told her he would leave and take her Mom with him if she tells anyone about their “private time.” She is afraid her mother will leave her, but is also afraid her stepfather will hurt her siblings. The counselor calls the police, and you are the officer or deputy who first responds.”

Students will work individually for ten minutes to write out answers to these questions:

- How does this account make you feel?
- What would you like to do?
- What are your first steps to deal with this account?

- What crime elements are present in this situation? Are they sufficient to make an arrest?
- Who else needs to know about this report?

At the end of ten minutes, students will discuss their answers with another student for an added ten minutes. The pairs should come to a consensus (general agreement) regarding the initial officer's responsibilities at this scene. Selected students may then be asked to give their answers to the class as a prompt for further large-group discussion. Central to the student's understanding at the conclusion of this activity is their obligations when investigating a report of child abuse, their requirement to report the account to Child Protective Services, the emotional issues for the officer and others who must investigate this situation and the need to protect other possible victims or witnesses to an account of child abuse.

Time estimate: Ten minutes for individual work, ten minutes for paired work. From five to twenty minutes for class reporting and discussion.

### **Activity Two**

Assign a group of students to role play the following incident:

Two officers are assigned to investigate a report of a possible disturbance at an apartment. Upon arrival, the officers are told by the apartment manager they have heard noises and possible screaming or yelling from one apartment. The officers knock on the door of the apartment, and a youth who appears to be about ten years old answers. He is disheveled, and has a scrape on his face, but says everything is OK, and that there have been no noises to his knowledge coming from his residence. He says he is home alone, but the officers think they hear movement inside a rear room.

The role players will then facilitate a class discussion of what they have just seen.

Central issues for discussion are:

- What should the officers do?
- If they take the child's word and leave, do they have any culpability if something serious is later reported at the locale?
- If they take the child from the home to seek medical assistance, what steps do they have to take to get a doctor to see him?
- Can they enter the residence; if so, under what authority?

Time estimate: The selected group of role players should be given adequate time to study the facts circumstance and research what crime/s may be present, the obligations

and considerations for the officers involved and to plan their facilitation of the class discussion. The role play will take about five minutes; discussion time may be as brief as five to ten minutes, or extend if the instructor wants to add depth to the class' understanding of the issues involved.

### **Activity Three**

The instructor will distribute the following scenario:

“A father picks up his three-year old son from day care and sees the child has a bruise underneath his left eye. The child said the day care provider hit him with a belt. The father confronts the manager of the daycare facility, who denies knowing anything about the bruise. He quickly dials the police, but by the time you arrive on scene as the first responding officer, he says he has changed his mind and doesn't want to do anything about it.”

Selected student leaders will facilitate a class dialogue regarding the responsibilities of the officer and the daycare manager. Central questions may be:

- What is the officer's responsibility when confronted with this facts circumstance?
- If you were a sergeant called to the scene by the officer, what directions would you give?
- Do any other agencies need to be notified about this report?
- If you identify all parties involved and document the account, and then allow the father and daycare manager to resolve it informally, do you have any further ethical or legal obligations to take action?

As a second step in this activity, stop the discussion and advise students that a second child is discovered to have been the victim of physical abuse by the same daycare provider a few days later. The mother of this second child learns of the previous incident and writes a letter of complaint to the Chief of Police. Acting in the role of the Chief, ask students to write a letter they believe the Chief should write to the complaining mother in response to her concerns. The letter should be no more than one page in length. Student then may be asked to share their letters, and how they felt when writing them.

Time estimate: The reading of the incident will take 1-2 minutes, followed by class discussion of 8-10 minutes. The reflection and writing will take about five minutes, with added time at the instructor's discretion to read the letters and discuss the responsibility of the police to investigate and report child abuse.

### **Homework Assignment (Optional)**

Students will be assigned to research and report on a current event related to crimes against children. As an alternative, students may be assigned to interview a child abuse investigator or child advocate from a public or private organization. The research should be written into a report no more than two pages long. Contents of the report should include:

- A synopsis of the incident
- Relevant facts and issues
- The impact of the incident on the community
- The student's opinions on the actions of the police, and any resources in the community that might have prevented the incident or mitigated its severity
- If an interview is conducted, it should review the interviewee's job position, most significant challenges, their view of the future of the issue and how the police can help them do their job more effectively

This activity may be facilitated in concert with the academy's LD18 (Investigative Report Writing) staff as a means of providing a level of relevance to students in this topic area. In this protocol, written work is cooperatively assessed by the lead instructor in this LD as well as LD18 staff.

### **Comprehensive Questions**

There are a number of comprehensive questions related to a peace officer's role as leaders in their organizations and their communities, their ethical obligation to the law and the court system and community perceptions resulting from police conduct. Within that framework, there are several considerations:

#### Leadership:

Making decisions in the field can be extremely difficult, especially if you are the junior officer, or the situation is new to your experience. How much flexibility do you have as a peace officer regarding the letter of the law verses spirit of the law?

#### Ethical Decisions:

Making the right decision isn't always easy. Making the wrong decision can cause severe consequences for the victim and the officers involved. If you were in doubt as to the correct decision in any of the activities, what would you do?

#### Community Policing:

How do incidents of child abuse or neglect affect the community that we serve? Do the actions of the police in these instances potentially affect the partnership between members of the community and those charged with protecting them?

### **Application**

Students should readily see the investigation of child abuse and neglect as central to their duties as peace officers. They should leave training with an understanding of the network of partnerships available as resources to them, and also with an understanding of their reporting requirements of the police and other agencies. The emotions experienced by an officer or deputy during the investigation of physical, sexual or emotional abuse is an issue with which they should grapple to allow them to explore these feelings in a safe environment.

### **Resources**

- Local social service agencies
- CA Welfare and Institutions Code
- CA Penal Code
- Department policies
- Local schools
- Local private child advocacy organizations
- “First Five” California programs

## **Learning Domain 10: Sex Crimes**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 4: *Victimology*
- LD 5: *Introduction to Criminal Law*
- LD 30: *Preliminary Investigation*

### **Introduction**

It is the obligation of the police to respond and investigate reported sexual assaults and related violent crimes. At times, victims may be reluctant to make police reports for fear of retaliation by the perpetrator or because of feelings of shame and embarrassment for being victimized. At the same time, officers or deputies may experience discomfort balancing the competing interests of protecting the victim's dignity while in the process of discerning the exact nature of the incident under investigation.

Although laws in this content area are quite clear, the values judgments, individual perceptions and intimate nature of sex crimes can create challenges for the police as they attempt to prosecute perpetrators while protecting victims and witnesses. The investigation and enforcement of laws in this area are perhaps most likely to evoke an emotional response from peace officers, and the ability to project an appropriate level of empathy for the victim, their family and others who become aware of the crime is a critical skill to successfully resolve police participation in crimes of this nature.

### **Learning Outcomes**

At the conclusion of these activities the learner will be able to:

- Demonstrate how tone of voice, body language and sincerity during a victim interview establishes trust between the officer and victims and witnesses
- State in this own words what expectations the community has regarding police conduct during the investigation of a sex crime
- Identify the fears victims have of sex offenders living in or near their neighborhood
- Demonstrate an understanding of the concept of effective communication during a sex crime interview

## Activities

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts.
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

Students will take turns conducting an interview with the victim of a sexual assault (the instructor will prepare one or more differing scenarios from which to choose or assign). Students will assume the roles of officers and victims as well as witnesses or other participants to the crime depicted in the scenario. It is important for students to “see” the perspective of the victim during the interview to gain a better understanding of the difficulty of disclosing intimate details of the crime to a representative of government.

The instructor may wish to assign roles prior to class and allow the incident to unfold in “real-time” in an interview setting. The victim should disclose only that information requested by the officer, and officers should practice their interview and inquiry skills.

Once the interviews have concluded, instructors or assigned student facilitators will work with the class to identify options, alternate ways in which questions might be asked, etc. Students may also be broken into groups of four-to-six to independently identify issues, challenges and opportunities they may face in their work as peace officers.

## **Activity Two**

This activity will allow students to learn more about community perspectives regarding registered sex offenders.

Students will be broken into groups of:

- Community members in a neighborhood where a high risk sex offender is soon to be released
- Police management officers, who plan to release specific information about the offender to others according to law
- Family members of the sex offender who are offering living space to the offender, who are concerned they will be unfairly stigmatized, and that their family member will not have a chance to move beyond his past crimes
- Members of the local media, who are interested in reporting the outcomes of this meeting

The setting should be a public meeting hosted by the police department. Family and neighborhood representatives should have time to speak and voice their perspectives, and the media should have time in the latter stages of the meeting to ask questions of all present. Instructors should ensure students remain respectful of one another, and that comments and actions reflect a real-world meeting. Prior to the role-play meeting, students should be afforded time to prepare what they will say, anticipate questions they may be asked, and for the “police managers” ensure they understand applicable law and policies regarding the release of information for these offenders.

Time estimate: The activity should take 20-25 minutes to prepare, and up to an hour to stage. Follow-up dialogue should ensue amongst class members (facilitated by a student leader) to surface what was learned and how it might be applied in the field.

## **Activity Three**

Divide the class into learning groups of 4-6 students. Have each group discuss and prepare to answer the following question:

If an officer responded to your house to handle the call of a relative who was the victim of a sex crime, how would you want the call handled? Achieve consensus regarding the three most important traits an officer should possess in this setting.

Have each group make a short presentation about their answers, posting their findings regarding the traits officers need to succeed in this type of interview. Facilitate a “compare and contrast” discussion of each group’s answer with the entire class, reinforcing concepts of professionalism, empathy and trust if not already covered by groups.

Time estimate: This activity should take as little as 20-25 minutes to complete, and may be extended at the instructor's discretion during the presentation and class dialogue time.

### **Comprehensive Questions**

1. What skills are most necessary for peace officers in the investigation of sex crimes?
2. What information does the community need to know about sex offenders?
3. How should an agency go about communicating this information about sex offenders? What are the things should they do and not do (or say)?
4. How can an agency build trust with the community through the release of sex offender information?
5. How can officers balance their need for empathy to victims to their obligation to ensure the validity of the reported crime's account and the gathering of facts necessary to investigate the crime?

### **Application**

As with other violent crimes, peace officers will occasionally, but not routinely, encounter incidents where they will be the first investigator at a sex crime. The officer's experience, personal values and previous exposure to sensitive crimes may affect his or her effectiveness during the process of gathering initial crime information, ensuring the victim has access to needed resources and then conducting a thorough criminal investigation. The community's sensitivity to its own protection may also create issues for police agencies working to balance the rights of registered offenders with that of others in their community who may wish to live without the fear that an offender is unknowingly in their midst. Students should be afforded opportunities to explore their own values and responses to crimes in this area and to assess how they might respond to incidents and public contacts as described in the activities herein.

### **Resources**

- The Code of Ethics and Canons
- The P.O.S.T. LD18 Workbook
- Internet
- Local Community Resource Agencies

## **Learning Domain 11: Juvenile Law and Procedure**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism and Ethics*
- LD 3: *Policing in the Community; and,*
- LD 11: *Juvenile Law*

### **Introduction**

Juvenile law is different than laws applied to adults. Juvenile law is intended to protect the juvenile rather than merely seeking to punish them for a crime committed. Even though a crime may be perpetrated in a similar fashion as that of an adult offender, the law considers juveniles to lack the maturity and perspective to consider the long-term implications of their actions.

In your role as a peace officer, you must balance your duty to establish order and apprehend offenders with that of acting in the best interest of the community through efforts to redirect juveniles that may come to your attention. Your ability to form a constructive connection with troubled youth is a function of your leadership in the field, and exemplifies policing that could be consistent with the needs and desires of your community.

There are a number of issues to consider when dealing with juvenile offenders and victims. They may have difficulty understanding and articulating the emotions they are experiencing, either during the incident or while in custody. Their parents may seek either to excuse their behavior or be unduly harsh towards them and you due to embarrassment or anxiety. Minors who have physically developed to the point where you might tend to deal with them as adults due to their appearance, nonetheless, still possess only the maturity and cognitive capacity of juveniles. You should remain aware that inappropriate actions and reactions to your efforts by the juvenile or their parents is a normal part of administering juvenile law.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Identify and apply the Welfare and Institutions Code and other relevant juvenile law when they encounter a crime or other pre-delinquent incident involving a juvenile suspect or victim.

- Contrast the manner in which to interact with a juvenile as opposed to an adult offender, including the initial contact, subsequent interviews and options for disposition.
- Comprehend, apply and evaluate the effectiveness of actions intended to redirect juveniles away from criminal or pre-delinquent behaviors into those that would be constructive and consistent with the conduct desired by the community served.

## **Activities**

### **Activity One**

In this activity, the instructor will use role playing and small group work to allow students to understand the implications of their actions with regard to the community's welfare, the perceptions of juveniles while in contact with peace officers and the potential to positively or adversely impact the image of policing in the eyes of the community served.

The instructor should ask for a volunteer from the class. Instruct the chosen student they will play the role of a fourteen year old in possession of a six-pack of beer. The "juvenile" will have been drinking, but is not drunk or otherwise incapacitated. The instructor will play the role of a peace officer contacting the juvenile in a public place.

**Scenario:** The officer makes contact, establishes the age of the youth, and can also discern the odor of alcohol on the juvenile's breath. The officer confiscates the beer, places it in the trunk of their patrol car, then admonishes the youth on the consequences of drinking and tells the youth to leave. Before the youth leaves, they should ask (or the officer should proffer) about the disposition of the alcohol. The officer should smile and tell the youth it will be disposed of in the proper manner.

At the conclusion of the role play, the instructor should break the class into groups (ideally with six members each; maximum of eight students) to answer the following questions:

- What should the officer do with the alcohol?
- What are the officer's options?
- What do you think the officer actually did with the alcohol?
- How could the officer's actions impact the perception of the juvenile in this instance?
- How could the juvenile's perceptions drawn from this incident impact their subsequent actions in other similar circumstances?

The groups should be given 15 minutes to discuss the questions posed. They should appoint a spokesperson and a member to record the discussion - subsequent class time from 15-30 minutes to present results.

Time estimate: 15-30 minutes, including breakout time and group presentations

### Comprehensive Questions

During the group presentations, the instructor should ensure discussion ensues concerning the legal implications of the WIC on this incident, the differences between dealing with juveniles versus adults who have been drinking, and the officer's unique ability to impact youth positively to redirect their actions into constructive and socially acceptable ones. The instructor may wish to query the groups with questions similar to:

- What does the law say about our responsibility to care for teens that have been drinking?
- What would the youth's parents expect from you? What would you expect if this was your child who had been stopped by the police?
- What responsibility does the person or proprietors have who furnished the alcohol to the youth?
- What would the department expect with regard to the proper disposition of confiscated alcohol?

The students should be encouraged to use their knowledge to define the applicable sections of the WIC, articulate their comprehension of community expectations, and evaluate their actions in the context of appropriate conduct by the police.

### Application

As the instructor is debriefing the class during their presentations, it is important to relate their work to situations they can reasonably expect to face once they are in the field. The instructor should engage the class by asking "Why are we doing this?" or similar questions to reinforce the real-world context of the issue. The instructor should consider relating this to teen substance abuse issues generally, the impact of teen drinking on drunken driving deaths and other similar issues. The instructor may also wish to reinforce the ethical implications of an officer's conduct on youth who see role-modeling of poor behavior by those charged with enforcing the law.

### Activity Two

This can either be a role-play or a scenario read to the class as a prelude to group work. The primary emphasis of the scenario is for the student to encounter a situation where they must assess a situation where children may need to be taken into protective custody. If undertaken as a role-play, assign a small group of students to act as teens

and adolescents and select three others to play two responding officers and their sergeant. The sergeant will not respond unless called by the officers. The remainder of the class will view the scenario.

Officers respond to a residence on a call of unknown trouble and a possible teen party. When they arrive, they will make contact with two 13-year olds and 2-3 young children. The teens will explain their Mom left on a date yesterday and told them she would return in a couple of days. The teens bought food yesterday with money Mom had left, but were hungry now and weren't sure how to cook food in the pantry. One of the adolescents was possibly sick, and the other wouldn't stop crying. The teens were arguing loudly prior to the officer's arrival, which prompted the neighbor's call to the police. The children have an aunt who lives about two hours away. Mom took the car, but they have the car's license plate and description from an auto repair bill left on the sink. One of the teens also pulls one officer aside and says that his brother/sister teen struck the child who wouldn't stop crying. The neighbor says the noise has to stop, and that she will sign whatever is necessary to solve the problem.

At the conclusion of the role-play, break the class into groups of 6-8 persons to discuss the following issues:

- What options for action did the officers have?
- Was the sergeant called at the appropriate time, and was he/she used in the best possible manner?
- What areas of law apply in this circumstance?
- What responsibilities does the Mom have in this incident, and how should her issues be resolved?

A variant of the scenario in this instance is the teen party without adult supervision (or with adult permission, but that the adult left the party prior to the police being called). The setting may include alcohol or other illicit substances, and be as complex as desired to add minors in need of supervision, minors in pre-delinquent circumstances and adults contributing to the delinquency of minors.

Time estimate: The preparation for the role-play will take 5-10 minutes depending on how complex the instructor desires to portray the scenario. The role play will take about 10 minutes, with 15-20 minutes for group work. Class discussion of group work will take a minimum of 15 minutes.

### Comprehensive Questions

The instructor should ensure students have a grasp of 600 WIC and related sections by the end of the discussion and debriefing. Students should learn options with regard to acting in the best interest of the juveniles involved, and also recognize the responsibility of a parent in this circumstance. This is a complex problem, and the role-play participants will take action that will provide opportunities for discussion and critique that cannot be anticipated herein. The nature of the problem leads to an excellent chance for the instructor to facilitate the process of knowledge acquisition and synthesis of difficult information for application in future situations of a similar nature.

### Application

Students should learn that incidents involving protective custody often present particularly difficult considerations. In this scenario, a neighbor wishes to prosecute for the disturbance, one of the teens may have committed an assault and the absent parent may be criminally liable for abandoning the children. In the second scenario, the aunt lives at such a distance that her taking custody may not be practical. The instructor should ensure discussion ensues regarding 600 WIC et al, and that students discuss how and when to take children into protective custody.

### Resources

The instructor may consider excerpts from the WIC to reinforce knowledge acquisition in both activities. There are also ample written and visual resources available from public and private groups engaged in work to impact youth substance abuse the instructor may wish to incorporate to emphasize to the students the breadth of the issue. Handouts or previous familiarization with the Welfare and Institutions Code will enhance student learning. The scenarios require little outside assistance; however, and can be completed without the need for resources beyond that already in the classroom.

- Welfare & Institutions Code
- Penal Code
- Health & Safety Code



## **Learning Domain 12: Controlled Substances**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 12: *Controlled Substances*

### **Introduction**

Substance abuse is one of the most persistent and prevalent problems in communities across America, cutting across all ethnic, social and economic backgrounds. It may be seen on the streets of some communities more readily, but is present in every city and county in the State of California. A significant portion of criminal activity is either committed while under the influence of a substance or to acquire substances for consumption or sale. Effective policing can serve both to enhance the quality of life in our communities by impacting the possession and use of controlled substances and serve as a primary agency to educate those who might otherwise fall into a lifestyle where substance abuse is common.

Every member of the policing profession has a role in the suppression of substance abuse. Patrol officers and deputies routinely contact youth and others whose impressions about drug abuse may be shaped by supportive and informative conversation by the officer about the consequences of their actions. Patrol personnel also serve as the eyes and ears of narcotics investigators by providing information about trends and problems in their patrol areas. Investigators tasked with the enforcement of controlled substance laws often work in an undercover capacity. As such, they conduct their work through the use of informants, effective interviews of those arrested and by using their professional expertise to ferret out potential problem locations engaged in the sales of drugs to their communities.

There is strong and consistent support for police efforts to stem the flow of illicit drugs, while at the same time many users see themselves as only being engaged in a recreational activity. The dynamics of undercover investigations entails the use of deception and presenting oneself as a participant in the drug lifestyle to gain the confidence of those who furnish drugs to others. This necessity can create complex ethical and integrity issues for those professionals who undertake this specialty work.

There have been a number of highly-publicized incidents over the years where narcotics officers have stolen money or other valuables in the performance of their duties. The lack of supervision, ready access to large sums of money and constant exposure to the criminal element are all issues to which departments and officers themselves must remain vigilant.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Understand and apply techniques to intervene into the inappropriate conduct of other officers.
- Identify, analyze and apply knowledge to interpret narcotics laws and enforce them appropriately.

## **Activities**

### **Activity One**

This activity is a scenario read to the class, after which the students will break into small groups for discussion and resolution. The nature of this scenario allows the instructor to either a) request the groups assign a spokesperson and come to a group consensus, or b) have the groups discuss the topic in a leaderless format, then present and defend their perspectives individually. If an individual/group exercise, the time in group should be long enough to surface issues without time to come to a resolution. If a group exercise, allow adequate time to allow the group to fully assess the assigned questions.

Scenario: “You are off duty at a party at a fellow officer’s residence. While looking for a restroom, you open a door that apparently leads to the garage through a laundry room. As you turn to leave, you notice a small plant on the floor partially obstructed by the floor water heater. The plant is being warmed by a small plant light. As you lean closer, it appears the plant is a marijuana plant.”

The groups should be tasked with discussing the following questions:

- What would you do?
- If you elect to confront the officer, what would you do if he told you his wife has glaucoma and is growing the plant for medical reasons?
- What are the legal issues and ethical implications in your contemplated actions?

Time estimate: As noted in the instructions, you will choose between allowing the groups to fully complete work to come to a consensus, presented by a group

spokesperson. If handled in this manner, the group work will take about 15 minutes, then about 3-5 minutes per group to present. If an individual/group exercise, allow 5-7 minutes in groups, then ask for volunteers to speak regarding their conclusions. The instructor can contract or expand this exercise depending on how long it is necessary to discuss issues or off-duty obligations, medical marijuana laws and personal responsibility in an ethical dilemma.

### Comprehensive Questions

While facilitating the class discussion, you may also wish to consider asking some members to take the position that medical marijuana is necessary and humane, while other will be assigned to argue that there are other means to give the active chemicals in marijuana in a clinical form if needed for pain relief or glaucoma treatment.

This scenario is consistent with a problem-based approach to learning, and will require students to wrestle with the ill-defined problem, work with others to identify the added information necessary to resolve the issue, and force them to choose from amongst a variety of possible actions to take action in the incident. It is more important in this, and many others, scenarios that the students wrestle with the topic rather than come to the “right” answer.

### Activity Two

This is a role-play that the instructor may vary based on the desired length of the session. The central focus of the scenario is illegal conduct by officers on a narcotics search. The instructor is encouraged to modify the scenario to enhance or reinforce any particular aspect of the situation encountered by the role-play students. To act out the scenario, ask for a volunteer to play the officer, and 2-3 others to play the roles of the suspect and other narcotics investigators.

Scenario: “You are asked by the narcotics team to assist in the service of a search warrant at a drug house. You arrive on scene and are told the occupants of the house have been very antagonistic in the past, and have filed complaints about police misconduct on previous raids. The team leader tells you they are going to “fix them” once and for all. The warrant is served without incident, and the team leader tells you to watch the suspect (who they took into custody) while they search the rest of the house. After a few minutes, the team leader returns to the suspect and asks the officer if he or she has patted the suspect down (if yes, the officer would have found nothing; if no, the officer would be told to do so). The team leader says they are not satisfied the suspect has nothing and begins to pat the suspect down and reach into the suspect’s jacket and shirt pockets. Shortly thereafter, the team leader produces a packet of a white crystalline powder and

says to the suspect, "Hey, with your other two strikes, you won't be selling drugs to kids for at least the next 25 years." You are convinced the suspect did not have the drugs in his possession when you patted him down, and that the team leader most likely planted the packet. Other officers located a quantity of apparent cocaine in other locations in the house, so the suspect will go to jail and face prosecution in any case for the same charges."

The class would be broken into groups, and be told to select a spokesperson to present the group's conclusions. Each group will discuss:

- What the officer should do when presented with this circumstance.
- Whether or not the officer's concerns about drugs planted on the suspect are relevant since he will go to jail anyway for the other drugs found.
- The legal and moral implications of the actions of the team leader.
- The need to ensure the police can remove persons from the community who are furnishing drugs to youth.

Time estimate: Preparation for the scenario will take about 5-7 minutes, and the instructor may wish to prepare the actors (other than the patrol officer) during a break period. The instructor may also wish to play the role of the team leader to enhance the reality of slipping drugs into the pocket of the suspect for the role play. The scenario will take about five minutes, and then group discussion should take 10-12 minutes. Group presentations will each take 3-5 minutes.

### **Homework Assignment (optional)**

There are two areas that warrant added work by students. The instructor may elect one or both of these areas for homework (or may use them as added class learning activities):

1. Narcotics cases, due to the occasional presence of large sums of money and the character (or lack thereof) of drug suspects, creates temptations for either violating the law to develop a winnable case against those engaged in drug sales, or to gain personally by converting the money in their possession for personal use. The instructor may wish to assign a written scenario similar to:

"You are working as a part of narcotics units, and arrest a subject subsequent to receiving information he is transporting kilo-quantity drugs through your jurisdiction. Your supervisor tells the suspect there will be a search warrant issued for the suspect's residence, at which point the suspect advises he has a bag with \$20,000 inside his bedroom dresser along with additional drugs. The officers serve the warrant and find the drugs, but also find there is more than

\$100,000 in small bills in the dresser. The officers secure the money and drugs, and place all of it into evidence according to department policy.”

Students would be assigned to write a memo to discuss their perceptions on the following topics:

- Do you think the officers might have been tempted by the amount of cash present, and the fact that the suspect did not seem to know there was much more than he thought?
  - If so, why? If not, why have there been incidents in every part of the country of officers stealing money in similar circumstances?
  - How would you discuss the issue of temptation, and ways to avoid it, with a new officer just assigned to your patrol team?
2. The issue of making decisions that are both ethical and effective is one that applies to these activities as well as much of what the officer or deputy will do throughout their career. They should be assigned to research resources (including the Internet) to write a memo outlining ways to reach a decision when presented with a dilemma that is both ethical (doing the right thing for the right reason) and effective (resolves the dilemma without sacrificing the student’s character or condoning the inappropriate actions of others). This homework assignment can become the foundation for class and group work in subsequent training settings.

The results of this homework may be to collect the homework, consolidate the themes or answer areas from students and engage them in a structured discussion on the issue. Students may also be asked to present their findings to the class and focus class discussion around the memos presented.

### **Comprehensive Questions**

Students should have an articulate method by which to assess choices of action in the ethical dimension (how do you come to the right conclusion?). These scenarios may be excellent tools to present steps the students should consider when they encounter a situation with the potential gravity of this one.

Students should recognize that obedience to the law by the police is the legitimate foundation from which they can use force and coercion against others, and is what allows them to deprive others of their liberty by arresting them. The instructor’s facilitation should surface issues regarding the long-term goals of the police, and whether illegal or questionable actions are necessary to do “real” policing on the streets.

### **Application**

Students should be aware that ethical conflicts rarely give warning signs before emerging, and that officers and deputies need to consider how they will act and react once one presents itself. Students should also know they must be able to analyze and evaluate the actions of others to avoid being drawn into active or passive agreement with inappropriate actions through the influence of others.

Personal possession of marijuana and the issue of using it for medical purposes are subjects that will remain in flux for the foreseeable future, and activity one will allow students to assess their thoughts and learn agency, moral and legal implications surrounding the issue. Personalizing it into the family of a co-worker adds the dimension of conflict between duty and loyalty, a reinforcement of one of the core issues in ethical decision-making.

### **Resources**

LD3 and LD1 (Leadership, Professionalism & Ethics) are valuable resources for the instructor prior to facilitating these activities. The instructor will have to prepare simulated drug packets for the role-play, and may have to provide the “suspect” with a jacket or other loose clothing to facilitate the transfer of drugs into their clothing during the team leader’s search.

Students should be able to identify the ethical dimensions to these activities, and be able to defend their actions and synthesize from the facts of this incident. This would include means to best work through the steps of ethical and effective problem-solving for situations they will encounter once beyond the academy environment.

There are news videos available that present the conflict over medical marijuana that may be appropriate for this activity. The instructor may also wish to present the scenario and questions in written form to expedite the “up front” work and allow more time for discussion.

## **Learning Domain 13: ABC Law**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 13: *ABC Law*
- LD 21: *Patrol Procedures (optional)*

### **Introduction**

Learning Domain 13 is a specialty block of instruction to introduce the peace officer to the common types of licenses and violations of the ABC Act, the risks associated with conducting inspections or investigations at problem licensed premises, the broad authority given to peace officers to enforce provisions of the ABC Act and recommended investigative techniques.

Peace officers and ABC investigators have the right to visit and inspect the premises of any business licensed to sell alcoholic beverages at *any* time the business is exercising the privileges of the license. As leaders, peace officers should utilize problem solving and creative thinking skills to address the many policing problems caused by ABC violations such as drunk driving, spousal abuse, teen delinquency and disorderly activity.

Policing in the community requires the establishment of trust and credibility between law enforcement and the community. Peace officers must model exemplary conduct, both on and off duty, especially when frequenting licensed premises. The enforcement of the ABC Act depends significantly upon the contributions of police officers and deputies, their collaboration with the Department of Alcoholic Beverage Control (ABC) and development of police/community partnerships. Peace officers are important in the education of community members, especially persons under the age of 21 (minors), about the dangers of alcohol abuse and the impact of disruptive premises on the quality of life.

### **Learning Outcomes**

At the conclusion of these activities, the student will be able to:

- Identify the elements of common violations of the ABC Act that may be encountered by patrol officers

- Explain the relationship of leadership, ethics and community policing to the role of a peace officer in enforcing provision of the ABC Act
- Recognize the broad authority given to peace officers to visit and inspect premises licensed to sell alcoholic beverages
- Apply the SARA problem solving model to reduce the harm caused by a simulated disorderly licensed premises
- Explain the role of peace officers to educate stakeholders in the community about addressing specific aspects of the ABC Law in operating licensed premises.

## Activities

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### Activity One

Students will break into three groups and will go through one activity each. The instructor will be the facilitator. At the designated time in each activity, the students and the instructor will meet and discuss each the activity. Each group will present their particular activity to the class.

**Alternate 1:** A juvenile stopped an adult who was walking into a convenience store and asked him to purchase some beer for him and his friends. The man entered the store, bought the beer and walked outside and gave it to the juvenile. As you drove up, you see the adult hand a bag to a person that you know to be a juvenile.

**Alternate 2:** A juvenile, standing outside a package liquor store, asked an adult to purchase some beer. The adult entered the store, purchased the beer, left the store and gave the beer to the juvenile. As you drive up to the store you see the adult hand the beer to the juvenile. You detain both parties and determine both to be under the age of 21.

**Alternate 3:** As you drive in the parking lot of a club, you see an adult come out of the business and give a six-pack of beer to a juvenile.

Time estimate: 15 - 30 minutes

### Comprehensive Questions

Have the group use the following questions as discussion points. Monitor and facilitate the discussion.

- What action, if any, do you take?
- Was a crime committed?
  - What crime(s) were committed?
- What is the classification of the crime?
- Should you arrest the under-aged parties?
  - Why/why not?
  - Discuss letter verses spirit of the law and how it might be applied in this instance.
- Should you arrest the adult?
  - Why/why not?
  - Discuss letter verses spirit of the law and how it might be applied in this instance.

### Activity Two

A selected student leader will read or distribute the following scenario to the class:

“A juvenile went into a convenience store to buy some beer. The juvenile knew the clerk and wasn’t concerned about showing any I.D. The clerk put the beer in a bag, took the money and the juvenile left. You arrive on scene in a marked patrol unit and see the juvenile staggering out of the store. When the juvenile sees you, he/she attempts to put the bag on the ground but stumbles and nearly falls down. He retains control of the bag, and then continues to walk away in a staggered gait. You are an officer working uniform patrol. You see the youth staggering away from the store and make contact. Upon contact you smell the strong odor of an alcoholic beverage on his breath.”

The student leader or leader group will facilitate a discussion of the incident with class members. The intent is to surface the thinking of others, to engage in a process of informal problem solving and to practice speaking skills. The discussion may be extended as long as students are engaged and learning, or shortened to emphasize particular points or teach to the gap in knowledge in the room.

Possible questions for group discussion are:

- Have the group use the following questions as discussion points. Monitor and facilitate the discussion.
- Were any crimes committed?
- If so, what were they?
- Can you detain or arrest the juvenile?
  - Why/why not?
- Discuss letter verses spirit of the law and how it might be applied in this instance.
  - Can you arrest the clerk?
  - Why/why not?
- Discuss letter verses spirit of the law and how it might be applied in this instance.
- What if you get coffee in this store regularly during your shift and you know the clerk very well?
- What if you have been accepting free coffee from this clerk?

Time estimate: 15 – 30 minutes

### **Activity Three**

This activity may either be provided to the class or read by a student to introduce the scenario for class discussion:

“You receive a radio call about a loud party at a house. When you arrive, you discover that one of your best friends is having a birthday party for his 16-year-old son. Many of his son’s friends are there. All of the friends appear under the age of 21. The father has purchased a keg of beer for the kids and about 15 juveniles were in possession of beer when you arrive.”

Have the group use the following questions as discussion points. Students will lead the discussion as noted in the previous activity while the instructor gauges any possible gaps in knowledge or teachable moments as a result of student comments:

- Was a crime committed?
  - If so, which crime or crimes were committed?
- What crime is committed?

- Can the father be arrested?
- Discuss letter verses spirit of the law and how it might be applied in this instance.
- Can the juveniles be arrested?
- What is your authority to search and seize evidence?
- Can the beer keg be confiscated?

At the conclusion of each activity, the selected student facilitator will conduct a debriefing with the students. The following ideas should be discussed:

1. What ethical dilemmas, if any, do you see in the activity?
2. How does community partnership play a role in the activity?
3. How does your leadership play a role in enforcing the “letter of the law”, “spirit of the law” or legal mandates?
4. How does your decision making affect the community?
5. How would you handle social clubs?

Time estimate: 15 – 30 minutes

#### **Activity Four**

You are on solo patrol at 0100 hours. You receive a radio call from dispatch to meet a reporting party, a homeowner, who lives near “Joe’s Bar and Grill,” about a long history of constant assaults inside the business, loud noise, underage drinking, narcotic activity and patrons who have left the bar and destroyed his and his neighbor’s property. The homeowner believes that the premises are a serious detriment to the neighborhood. He wants some immediate action to resolve the disruptive activity and bring the business into compliance with existing law. Off-duty peace officers are known to frequent the establishment.

Break the class into cooperative groups of 4-6 to present to a simulated field trainer two or more possible outcomes to respond to the reporting party’s call for action as presented in this exercise.

The class should utilize an effective problem solving process such as PBL – Ideas, Known Facts, Learning Issues, Action Plans; SARA – Scanning, Analysis, Response, and Assessment. Students should be prepared to present and defend their findings.

Time Estimate: 20 – 40 minutes

### **Comprehensive Questions**

In each activity, there are questions specific to the scenario under discussion as well as general questions relevant to peace officer actions in field settings. Some of the more prominent may be:

- Who are the stakeholders in this exercise?
- What is your authority to search and seize any evidence?
- Is the problem primarily one of fights, public inebriates assaulting one another, robberies, service to minors?
- Is there an available special program administered by the Department of ABC regarding use of underage decoys to solicit persons to purchase and furnish them with alcoholic beverages?
- What are your initial thoughts on solving this problem?
- What are the issues?
- What facts do you know?
- What do you need to know to solve this problem?
- Where can you find it?
- What resources are available to solve this problem?
- What other information do you need?
- What can you do to solve or reduce this problem?
- What is your peace officer authority to inspect or investigate?
- Describe the rationale for each decision
- Describe the possible consequences of each decision in your action plan

### **Application**

It is important that content in this Learning Domain is not presented without a context for students to understand how it relates to their work in the academy and throughout their careers. LD13 provides an opportunity for students to enhance their problem solving skills and creative ability to address issues of alcohol abuse, underage drinking and the impact of licensed premises on policing and the community's quality of life.

### **Resources**

- Reference POST Manual LTRC 2004-01: *Ethical Decision-Making Tools for California Law Enforcement*
- *ABC Enforcement Manual* – available for the local ABC Office
- *ABC Basics Video Series* – available from the local ABC Office
- *Assaults In and Around Bars* by Michael Scott and *Rave Parties* by Michael Scott. Guides are part of a series of Problem-Oriented Guides for Police, available from the COPS Office or on-line at [www.cops.usdoj.gov](http://www.cops.usdoj.gov). or [www.popcenter.org](http://www.popcenter.org).

## **Learning Domain 15: Laws of Arrest**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 5: *Introduction to Criminal Law*
- LD 20: *Use of Force*
- LD 1: *Leadership, Professionalism, Ethics*

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. Although laws of arrest are codified in the various codes promulgated by state and local entities, there may be no greater area within which a peace officer uses his or her discretion than the decision to deprive another person of their liberty through an arrest. Some may view the arrest function as the core duty of policing, although it is also common to view an arrest isolated from the context within which it is made.

The law allows peace officers significant latitude in their election to enforce the law, but gives little guidance with regard to specific ways to serve the law's purpose (the spirit of the law) versus the literal words contained in the codes we are charged with enforcing (the letter of the law). The obligation of instructors in this subject area is to facilitate learning in students that encourages them to understand the purpose underlying an arrest (to prosecute an offender) rather than seeing it as a tool to "rid the community of a problem" or to "get back at" someone who "deserves it."

Traditional teaching methods might focus on learning the corpus of crimes and the scope of actions permissible under law. Emerging methods focus instead on using the knowledge of criminal statutes in the context of discretion, professionalism and using the law in concert with the needs of their community. Knowledge in this content area is also related to that in LD20 (use of force) and students should have opportunities to explore the concept of arresting another in settings where those arrests are performed. Teaching "what" may be as simple as enforced memorization; teaching "when to" requires the student's active involvement in the learning process and chances to "fail forward" in their work to acquire necessary skills.

## **Learning Outcomes**

At the conclusion of these learning activities the student will be able to:

- Demonstrate an understanding of how others may perceive the officer's role in balancing the needs of the community versus the rights of the individual in the exercise of their powers of arrest
- Identify alternatives and options when considering an arrest in a specific facts circumstance, then act on the selected course of action

## **Activities**

### **Activity One**

Assign students to research the Internet or local media to retrieve a recent event involving an arrest by the police. Have students discuss their events in small groups (4-6 students) for several minutes, then determine:

- What the incidents have in common
- What differences are reported in the events
- How the police action was framed and described by the media
- What public reactions were as reported in the media account

Subsequent work would be to report the findings of each group to the class. Selected student facilitators will lead the process of recording responses from the class.

Time estimate: Activity can range from 5-10 minutes; group to 25-30 minutes including any class discussion.

### **Activity Two**

Using one of the events reported in the media (one that has a community response and possibly responses from the arrestee's friends or family), assign students to role-play a meeting between the police department and the arrestee's family and others concerned with the actions of the officers involved. Groups will be:

- Police managers
- Family members
- The media
- Legal advocates

The setting will be a police conference room or meeting room. The police will start the meeting, and those assigned to differing roles will present their perspectives as conditions warrant. The instructor can allow the meeting to progress until all participants have had time to voice their issues and concerns. If the class is larger than

the number of desired student participants, others should view the meeting, and then lead a debriefing of what they saw.

Time estimate: Time will vary from 20 minutes to a full hour of training.

### **Activity Three**

This activity uses video scenarios from POST or other sources to allow students to refine their understanding of arrest options (the POST Line-Up Training series has a number of excellent short clips showing 1-2 minute scenarios for subsequent group discussion). This activity also allows opportunities for selected student leaders to lead small group discussions.

Students will view short scenarios depicting a contact with a person who may be in violation of the law. At the conclusion of the scenario, groups will discuss:

- What they saw
- What laws were being violated
- What options the officer or deputy had
- What the community would expect or want the officer to do

Group discussions should take no more than 5-7 minutes, at which time another scenario will be shown. The process of scenarios and group discussions should be repeated at least 3 times. At the conclusion of the third round, the class will re-form. Student leaders will then work to enhance large group understanding through this process:

The first scenario will be shown for a second time. The facilitator will ask for responses from the class in re: what they saw, what options the officers had and what expectations the community might have regarding the considered actions of the officers involved.

Other students should be assigned to chart the responses for further reflection. Once the first scenario has been viewed and discussed by the class, the second and subsequent scenarios will be shown using the same process.

Time estimate: 20-30 minutes

### **Comprehensive Questions**

1. What are the similarities and differences in perspectives of the police and those they serve? Why is this important to know?
2. What other perspectives might we want to consider when considering options for action or forming opinions about significant events?

3. Can you identify any assumptions in the news articles that could lead the public to a false or skewed understanding of the event described?

### **Application**

Students should see the relevance of arrest actions to their duties, although many may focus on the specific mechanics of making an arrest rather than the larger issue of laws of arrest, discretionary decisions and community perceptions regarding actions by the police. Instruction in this content area should allow students to demonstrate knowledge acquired in cognitive domains (the letter of the law, limits on police action), etc.). More importantly, students should analyze, evaluate and apply their lawful powers in the context of the police role, leadership in the community and proper intent and use of arrest powers to prosecute those responsible for crime.

### **Resources**

- *Line-up Training Programs video series, CPTN (on [www.post.ca.gov](http://www.post.ca.gov))*
- Code of Professional Conduct and Responsibility for Peace Officers, LD1
- *Internet and local media sources*
- Training and Testing Specifications for Basic Courses, LD15; Learning Activities for LECP

## **Learning Domain 16: Search and Seizure**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD1: *Leadership, Professionalism & Ethics*
- LD3: *Policing in the Community*
- LD5: *Introduction to Criminal Law*
- LD6: *Property Crimes*
- LD7: *Crimes Against Persons*
- LD8: *General Criminal Statutes*
- LD9: *Crimes Against Children*
- LD10: *Sex Crimes*
- LD11: *Juvenile Law and Procedures*
- LD12: *Controlled Substances*
- LD13: *ABC Law*
- LD 15: *Laws of Arrest; and,*
- LD16: *Search and Seizure*

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. This instructional block trains students in the application of Constitutional, Statute and Case Law regarding a peace officer's ability and limitations on the search of another person, their property and the conditions under which such a search may be made. The student will be trained how to lawfully seize evidence of a crime without a search warrant, and also be familiarized with the circumstances that gives rise to the issuance of a search warrant by a competent court of jurisdiction.

Special considerations in this Learning Domain are:

- The impact of the Fourth Amendment of the U.S. Constitution
- The impact of relevant case law
- The impact of illegal or unwarranted searches on subsequent criminal proceedings
- Searches and seizures involving motor vehicles
- Searches and seizures involving intrusion into the body of another person
- The need to balance the pursuit of justice with respect for the rights of individuals under state and federal law.

## **Learning Outcomes**

At the conclusion of these activities, the student will be able to:

- Understand and apply the rule of law concerning unreasonable searches and seizures
- Understand and apply the impact and significance of consent
- Compare and contrast similarities amongst searches of persons, vehicles and private residences.
- Recognize their ability to seize items of evidence in plain view or in the trained observation of a peace officer acting in accordance with a search conducted pursuant to probable cause.

## **Activities**

Rather than focus on one specific scenario for the entire class to review, the complexity of the topic allows the instructor to assign varied scenarios to small groups who will work independent from one another to train their peers on relevant areas of search and seizure law once their group work is done. This type of learning activity is best done when groups have time prior to the class session to research the issue using the Internet and other available sources to provide legal justification for their elected actions. The instructor's focus will move away from providing a situation and advising the best manner in which to resolve it to an activity where the students are given an ill-structured problem that requires the students to acquire critical knowledge, learn how to problem-solve, work within a team framework to arrive at suitable solutions and to be self-directed in their work.

The instructor should give attention to developing added scenarios to the ones listed herein to expand the repertoire of possible problems for groups to resolve. As current events provide added examples, the instructor may wish to bring in news clips, case law summaries or similar material to replicate as closely as possible the real-life environment where search and seizure issues will arise.

This activity may be presented at the outset of the class, or after an appropriate orientation in the subject. It may also be assigned 2-3 or more days in advance of the class session to allow groups to elect how to manage their time to research and resolve their assigned problem.

## **Scenarios**

Each group will receive the scenario in writing. The groups will be instructed to select a spokesperson and recorder, then to engage in independent study to:

- Identify the central search and seizure issues of the scenario
- Identify the limitations on the officer's actual or intended actions
- Develop a structure for resolving search and seizure problems they will encounter in the field

The groups will have at least one added question that is specific to their scenario.

### **Scenario One:**

For several weeks, a peace officer in a uniform patrol assignment has observed some street narcotics activity at a particular locale. The seller always stands over a public sewer drain and completes his sales very quickly. Some customers arrive on foot; others drive past, stop shortly and are sold drugs. On three occasions, the officer has attempted to get into a good position to make an arrest, but recognizes the seller seems to know what's going on, and is skilled at dealing and knows the officer's constraints.

Added question: How far can this officer go to stretch or break the rules to arrest someone who obviously has contempt for the law?

### **Scenario Two:**

Same scenario as the first, with the added information: On the fourth occasion, the officer is in place, and sees the seller has a large wad of cash in one pocket. The seller goes through the motions of what appear to be a sale. The officer stops the suspect, recovers the money, but finds no drugs. He reaches into the suspect's other pocket and removes a bundle of cocaine, telling the suspect he has him at last. The suspect and officer both know the officer had the bundle in his hand when he reached into the suspect's pocket.

Added questions: When is it OK to bend the law in order to get dangerous felons off the streets?

How do the officer's good intentions factor into his actions? What laws, if any, did the officer violate?

### **Scenario Three:**

On evening watch, a deputy pulls over a car because the occupants look suspicious, and because stopping people and identifying them is the best way to suppress criminal activity. The officer feels something is amiss, so he pulls the

subjects out of the car, searches it and finds a loaded handgun concealed under the passenger seat. His report later recounts he saw the gun in plain sight, and searched the rest of the car for added contraband.

Added questions: What are the legal issues in the case? What values are in conflict in the officer? Why would the officer take this action? What might his motives be?

#### Scenario Four:

You are a newer officer assigned with one of most senior officers in your division. The officer is known for his street smarts, and the way he seems to “find trouble” and make arrests. You admire his reputation, and want to learn ways to have others look at you the way everyone looks at him. You know he will probably go to detectives soon, so this may be one of your last chances to learn from “the master.” While on patrol, he suddenly turns on the police car’s emergency lights while pulling in behind another car. He says, “Something’s not right about this guy. We’re going to find out what it is.” You pull the car over without incident, and listen to your partner grill the driver. You see the driver is nervous, and you know he’s hiding something. Your partner opens the driver’s door and tells the guy to exit. He places the subject in the back seat of the patrol car, and then approaches you near the back of the subject’s vehicle. “OK, let’s search this thing and pop the trunk open to see what he has. If we find anything, we’ll close it up and get a warrant.”

Added questions: What are the legal issues in this case? What was your partner’s probable cause to search the vehicle? Assume you find contraband in the trunk; what do you do?

#### Scenario Five:

An officer has been working to develop sufficient probable cause to get a search warrant at a house he believes is selling narcotics. After several unsuccessful attempts to develop PC, he asks another officer to “stiff in” a call to the narcotics office tip line advising anonymously of drug activity at the locale. Using this information, the officer responded to the “call” knocked on the door, and then saw a quantity of narcotic in plain view on a coffee table in the living room of the house.

Added questions: What laws, if any, did the officer break? What possible consequences could there be for the officer and his friend? Can the occupants of the house be prosecuted for the drugs even if the officer created his own exigency for being there?

### **Time Estimate**

Each group will take about 5-8 minutes to describe their scenario and provide answers to their questions. The instructor may wish to have each group answer only a portion of the general questions in order to allow adequate time for the specific questions of the group's scenario.

### **Comprehensive Questions**

The questions as noted in each scenario, plus the work of each group to articulate a structure within which to develop solutions, should serve to achieve the intended learning objectives of this learning environment. The instructor should focus on the ethical implications as well as the legal consequences of illegal conduct by officers in search and seizure, and work to help students synthesize the learning of groups into a class understanding of structured problem-solving.

Instructions in this domain are also encouraged to adopt a student-centered methodology to the content in this domain. For example, rather than presenting the definitions of various types of searches and their conditions, consider assigning students topics to research and teach (e.g., consensual search of a pedestrian, searching vehicles, etc.)

### **Application**

The variety of scenarios, especially if drawn from real case law or media reports, will impress upon the students that search and seizure laws are used daily by peace officers, and that knowing and applying proper legal actions when searching persons and property or seizing criminal evidence is a core skill for their profession.

### **Resources**

Noted in the introduction to the scenarios. This may be tailored differently if an in-class activity; however, the problem-solving potential of the incidents studied is maximized if the students are required to take time to search for solutions rather than merely rely on memory of groups in a class setting.

### **Added Resources**

- Training and Testing Specifications for Basic Courses, LD16; Learning Activities for LECP
- *Search Warrants: Where, What, Why*; Melvin Vyborney, Anaheim Police Department; [mvyborney@aol.com](mailto:mvyborney@aol.com) (no cost tool for writing warrants)
- *Specialized Investigator Basic Course*; LD 63, Computer and Computer Crimes

Note: LD 25 and LD 30 have related content. Instructors may wish to add a learning activity related to writing a search warrant in one or more of these domains.



## **Learning Domain 17: Presentation of Evidence**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 8: *General Criminal Statutes*
- LD 15: *Laws of Arrest*;
- LD 17: *Laws of Evidence*; and,
- LD 39: *Crimes Against the Justice System*.

### **Introduction**

In the emerging police academy, this Learning Domain and LD 30 (Preliminary Investigations) share similar content, including content related to testimony in court. Experienced instructors should ensure those who teach related LD's work cooperatively to maximize the learning of students by avoiding a duplication of taught concepts or by leaving gaps in training.

Peace officers need a basic knowledge of the role that evidence plays in a criminal trial and their own role in prosecuting the case through the lawful collection of evidence. This responsibility includes the professional presentation of evidence and the factual, clear, concise and complete support of that evidence based on a sound police report. Integrity in the collection and documentation of evidence is one of the key elements of the job and should be a recurring theme throughout training.

It is important for students to understand the rules of evidence and chain of custody in the larger context of a constitutional democracy. Peace officers must adhere to law and policies governing the custody of evidence and its introduction in court testimony. The right to present evidence to an impartial judge or jury in a court of law is a fundamental part of the American criminal justice system. It is a constitutionally guaranteed right for criminal defendants. The saying "to have your day in court" means that anyone accused of a crime has the right to present evidence on his or her behalf.

Legal restrictions are placed on government to guard against unwarranted intrusions into the private lives of community members. Some say these limitations unduly constrain the criminal justice system and allow the guilty to go free. Others contend

this is a portion of the price we pay to ensure justice under the law and the freedoms we enjoy as a society. Regardless of personal beliefs in this matter, limits placed on government conduct are the law of the land and peace officers have an obligation to support and uphold them.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Demonstrate an understanding of the role of a peace officer in the presentation of testimony and evidence in a given facts circumstance
- Choose an appropriate course of action when presented with situations that are ethically problematic and defend the selected action

## **Activities**

### **Activity One**

Students will receive a copy of the following scenario:

“You and your partner arrest a suspect for a brutal assault. Your partner is a seasoned officer so he takes the lead and does the majority of the interview with a primary witness and the suspect. Your partner is scheduled for vacation during the preliminary hearing. You have been an officer for one year. You were sick and did not attend the Academy Proposition 115 (PC872(b)) training. Your partner tells you to testify for him at the preliminary hearing. He says “It won’t matter, just tell them you’re qualified if they ask. I can’t be there and we have to get this guy.”

Students may be assigned to consider the implications of this scenario individually, and then participate in a Socratic discussion of the topic as a class (Question and Answer, seeking possible truths). Alternately, students may work with learning partners to study and come to a consensus (general agreement) regarding the questions posed.

Questions for individual or group consideration and class dialogue should include:

- Does this scenario contain a crime element?
- How does Prop 115 impact the court process and officer testimony?
- Who are the stakeholders in this case?
- What is the impact if this case is thrown out of court?
- What is the impact on the judicial system if this type of action is commonplace?
- Do you see a problem with this activity since it’s only a preliminary hearing?
- What is the potential impact on you as a peace officer?

Time estimate: The time for individual or paired activity should be 5-8 minutes, followed by class dialogue for 15-20 minutes up to the full teaching hour.

### **Activity Two**

A selected student group will be assigned the following scenario to role play. Those in the teaching group will then facilitate a class discussion of what they have seen and its implications on policing. The scenario is:

You and your partner are assigned in a two-officer unit in an urban area. You are assigned by dispatch to assist at the scene of a homicide. Arriving at the locale of the crime, you are met by a detective who tells you to stand by, and then to transport a box of evidence to the police station for him or her. You drive back to the police station and take the box (about the size of a shoebox) to the detective bureau. The detective with whom you talked meets you in his office, and tells you to put the box on their desk. One of you asks if they need help booking the items in the box into the evidence room, and the detective replies “No, just leave it there. I’ll put it into my desk over the weekend and book it on Monday.”

Questions for class discussion are:

- Are there any issues for the patrol officers to consider as they leave the detective bureau?
- Are the patrol officers responsible for the care and custody of evidence once it has been delivered to the person who wants it?
- How might the conduct of these officers impact subsequent testimony in court?
- What legal issues does this incident create with regard to the admissibility of this evidence?
- What actions might the patrol officers take if they believe the detective’s intended manner of evidence preservation is deficient?

Time estimate: This activity should take about 15 minutes to prepare, then five minutes to role-play. Class discussion may range from ten minutes up to 30 minutes depending on the depth of understanding desired regarding the chain of custody, responsibility for evidence and the ethical implications of the detective’s conduct.

### **Activity Three**

This activity involves a significant potential breach in lawful conduct. It is an extreme case, but serves to ensure students understand the possible fluidity of threshold incidents and their responsibility as peace officers to uphold the law.

The instructor will distribute or present the following facts circumstance:

“You are a patrol officer assigned to a large rural patrol area. You have been seeking a robbery suspect in the area, and know the suspect is reported to be armed and dangerous. You see a man matching the description you were given, so radio for assistance, stop and exit your patrol car and challenge the subject. Your beat partner arrives as you are making your initial challenge to the subject, who makes a move you perceive as reaching to his rear waistband. Your partner shoots the subject, who falls to the ground and is killed by the shot. You approach the subject and handcuff him according to department policy. You conduct a quick pat-down of the prostrate body and find no weapons on his person. Without an instrument of the crime, you begin to fear you may have stopped the wrong person for robbery, even though you think the shooting appears to be valid. When your supervisor arrives, you and he re-check the body and find a handgun in the suspect's rear waistband. You didn't see anyone put a gun there, but think it wasn't there during your initial check.”

Assign a student leader or pair of students to facilitate the class discussion of this incident. The following questions are, at minimum, areas for class consideration:

- What are the possible reasons you missed the gun during your initial inspection of the body?
- Without the subject being in possession of a weapon, is the use of lethal force lawful?
- How should you handle this situation?
- Who are the stakeholders in this case?
- What impact might the Code of Silence play in this incident?

Time estimate: The time for this activity will be 2-3 minutes to read the scenario, and then ten to twenty minutes for class discussion.

### **Homework Assignment (Optional)**

Students will be assigned to complete research and report on a current event related to court testimony by a peace officer, especially those where evidence collected at the crime scene was relevant to the testimony. The research should be written into a report no more than two pages long. Contents of the report should include:

- A synopsis of the incident
- Relevant facts and issues
- The impact of the testimony and evidence in the case
- The student's opinions on the completeness of the testimony and evidence, and any other alternatives the officer or agency could have considered in this case

This activity may be facilitated in concert with the academy's LD18 (Investigative Report Writing) staff as a means of providing a level of relevance to students in this topic area. In this protocol, written work is cooperatively assessed by the lead instructor in this LD as well as LD18 staff.

### **Comprehensive Questions**

There are a number of comprehensive questions related to a peace officer's role as leaders in their organizations and their communities, their ethical obligation to the law and the court system and community perceptions resulting from police conduct. Within that framework, there are several considerations:

#### Leadership:

Falsifying evidence constitutes a crime. Decisions to do so may cause administrative or criminal liability for you and others who engage in such conduct

The conduct of peace officers in the collection of evidence and their subsequent testimony are often key components to a successful prosecution. Adherence to policy and legal limitations is paramount in every case.

#### Ethical Decisions:

The Code of Silence is a detriment to effective policing. Peace officers must have integrity and be ethically conscious of the decisions made in the field.

#### Community Policing:

Members of the community may fear police discretion and the powers police have to enforce the law. Assurance of proper conduct by the police and collecting evidence in a lawful manner are important issues when the community considers their confidence in those who protect them.

### **Application**

Students will no doubt be aware of the impact of celebrated cases where the improper collection, preservation and presentation of evidence have resulted in the acquittal of defendants. They will also be aware of the numerous popular television shows presenting fictional crime scene investigations and recounts of actual cases in documentary shows on cable stations. Although these depictions may energize some to enter the profession, they may also create a sense of false knowledge regarding the capacity of police evidentiary analysis and its presentation in the justice system. Training should include both the student's duties and obligations as well as to dispel myths they may hold at the time they entered training.

**Resources**

- The CA Penal Code
- The CA Evidence Code
- Appropriate agency policies
- Training and Testing Specifications for Basic Courses, LD17; Learning Activities for LECF

## **Learning Domain 18: Investigative Report Writing**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 18: *Investigative Report Writing – Chapter One*

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. Effective report writing is paramount to what we do as law enforcement officers. We often think of report writing as just reporting facts in order to bring offenders to justice. Although true, report writing is also, but not limited, to:

- A demonstration of a competent and effective investigation
- An expression of integrity, reliability and credibility
- A service to the community

All aspects of the criminal justice system are open to public scrutiny and subject to public record. A police report is often the first and most significant documented account of a possible crime or other incident of interest to the police and the community. The police report is a fundamental instrument of policing; therefore, we place high value on a peace officer's ability to write good investigative reports.

An effective report is one in which the officer, the agency and community will be proud. An effective report will provide the justice system with a clear account of the circumstances of a crime, and also accurately depict the actions of all persons involved. It is not always easy to learn the truth, nor to write in a manner that allows for only one interpretation. The peace officer's moral obligation to be truthful and to objectively investigate and record facts for use by others creates a mandate to do so impartially and with a clarity of voice that ensures the written word is used in a manner that conforms to the standards of the officer's organization and the court system that will adjudicate matters brought to its attention.

Police reports have a variety of end-users in the community. Prosecutors, judges, insurance agencies and attorneys all rely on police reports to be a part of the pathway to a fair and just outcome. A well-written report can be the foundation from which to

provide justice for victims and ensure those responsible for crime receive the full measure of the law. Police reports are critical in prosecutions, to defend against wrongful accusations of wrongdoing by the officer or others, as a permanent record of the work of the police and to hold peace officers accountable for their conduct.

A proficient police report will be accurate and concise, yet informative and complete. The presentation, flow and development of the report's text should be clear and logical and the report's conventions (grammar, spelling, punctuation and tense) should not detract from the reader's understanding of the meaning of what has been written. Learning in this content area touches almost every other Learning Domain in the academy experience, and will be a yardstick against which peace officers will be measured throughout their careers. Instruction in this area, therefore, should give emphasis to the outcomes noted in this introduction.

### **Learning Outcomes**

At the conclusion of these learning activities the learner will be able to:

- Identify the main themes and importance of a factually accurate investigative report
- State in their own words their responsibility for completing a factually accurate investigative report
- Identify and apply leadership, ethical and community policing concepts linked to their responsibility to complete an accurate and complete police report

### **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide "the answer" or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through ticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Considerations for Learning in LD18**

As noted, LD18 will find an application in every other content area in the academy. Rather than segregating instruction to discrete blocks of “report writing” or “written skills” instruction, instructors may wish to encourage others to consider linking this work to:

- Other Learning Domains
- Scenario activities and tests
- Administrative and disciplinary writing of students in other areas of the academy
- Any other opportunity to enhance the retention of concepts and their application in the academy and beyond.

In this format, LD18 instructors may wish to construct activities that are linked to other Domains for presentation in concert with that block of academy training. The activities would then be staged at the conclusion of a scenario test or role-play activity, or provide a reflective writing segment to assess learning and retention of taught concepts.

### **Activity One**

This activity should be assigned to small groups (4-6 students) for discussion. Have each group prepare a solution and course of action. After the scenario is discussed each group can present their solution, or simply generate a general class discussion which will be less time consuming and redundant.

You and your partner are involved in a use of force incident. Your partner writes the primary report and you write a supplemental report. When you turn in your report you happen to read your partner’s (primary) report and discover it is inaccurate, embellishes the suspect’s actions, and diminishes the amount of force used. Your partner has already left the station and will be off for the next three days. The suspect is in custody for several felonies.

Groups will develop a course of action and be prepared to present it to the class. Student facilitators will lead group comments and class dialogue on this topic.

### **Comprehensive Questions**

1. What are the key issues to be considered in this problem?
2. What do these key issues distinguish and why are they important?
3. How do these key issues direct your course of action?
4. If you fail to act, what are the consequences, if any?

## **Activity Two**

Each Learning Domain has a number of learning activities in this guide. Rather than segregating concepts, having students synthesize what they learned, then transfer it to written form to close the loop with regard to accurately recording events for official purposes.

In this activity, the instructor will select one or more learning activities from any domain. Students will perform role play scenarios consistent with the instructions therein, and then lead the process of investigative report writing. Students will then work in pairs to

- Critique the writing of their learning partner
- Discuss what needs to be in a proficient police report, and
- What objectives or outcomes are sought in the writing of a police report

The time taken for this activity will be that noted for the specific learning activity, plus time for writing and critique of the report in pairs.

## **Comprehensive Questions**

The instructor may wish to consider the use of a written skills rubric at the outset of training in this concept area to allow students to understand what “good” looks like and the objectives and anchors of effective report writing. Study and development of an assessment rubric prior to class would be necessary; there are resources for instructors on the Internet and related sources to explain the nature of rubrics and their use. The advantage of using rubrics is that it:

- Allows students to understand what deficient, competent and exemplary performance “looks like” though the rubric
- Breaks the report components (conventions, content, construction, clarity, etc.) apart to encourage students to learn what they are and how to achieve competence
- Encourages self-assessment and the assessment of writing by others without instructor intervention

Training on rubric development will be available starting in 2006, as will added resources for Investigative Report Writing and related written skills instructors.

## **Application**

As noted in the introduction, written skills are perhaps the most common and pervasive activity of police practitioners. The officer or deputy's image, reputation and professionalism are either enhanced or adversely impacted by their writing. Providing a learning experience that allows students to understand the relevance of written skills to

every other aspect of their job is a necessary component of training in this Learning Domain.

**Resources**

- The Code of Ethics and Canons
- The P.O.S.T. LD 18 Workbook
- Your agency's Report Writing Manual
- Your agency's General Orders or Policy and Procedure Manual
- Training and Testing Specifications for Peace Officer Basic Courses, LD18; Learning Activities for LECP



## **Learning Domain 19: Vehicle Operations**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism and Ethics*
- LD 3: *Policing in the Community*
- LD19: *Emergency Vehicle Operations*

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. The public expects peace officers to be exemplary drivers, while at the same time officers must use their vehicles for purposes far beyond that of mere transportation from one point to another. Officers must balance the use of their vehicles for emergency operations and the apprehension of traffic violators with the obligation to drive in a safe and defensive manner.

More officers are killed or seriously injured while driving police units than from any other policing activity (including incidents involving the use of deadly force). It is common for peace officers (and all drivers) to overestimate their driving skills, and to fail to adequately understand the capabilities and limitations of their vehicle's operations absent training to the contrary. As role models to others in the community, officers and deputies must always be aware their driving is being judged and critiqued by others in their environment.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Apply concepts of safety while operating a police vehicle.
- Analyze and interpret the application of traffic laws to the operation of emergency vehicles.
- Demonstrate their comprehension of the requirement to follow department directives and applicable law to their driving behaviors.

## Activities

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### Activity One

The instructor will use a described scenario and assigned groups to ensure the students understand and can apply principles of safe driving in an emergency situation. The scenario further allows students to analyze and evaluate their actions when presented with a conflict between them and their partner officer regarding obedience to department directives versus the desire to apprehend a criminal suspect.

Assign students to groups of 4-6 persons per group. Each group will select a recorder and a spokesperson to report the group's findings back to the class. As a class, the groups will be given the following scenario:

“While on patrol, you and your partner (who is several years senior to you) notice another car with tail lamps not working. A computer check of the license plate reveals the car is a reported stolen vehicle from a neighboring city. Your partner activates your car's emergency lights, then the car's siren when the suspect vehicle fails to yield to the lights. The suspect pulls to the side of the road shortly thereafter. As you both exit your vehicle, the suspect driver backs suddenly, then drives away while accelerating rapidly. You advise dispatch you are in pursuit, and other units begin responding to the area to assist. After several minutes of chasing the suspect at fairly high speeds, your field supervisor asks about traffic conditions, and then orders you to discontinue the pursuit. You acknowledge the order; however, your partner tells you the suspect “isn't getting away” while continuing to pursue the suspect vehicle.”

Groups will be instructed to discuss the scenario and its implications, and to answer the following questions once back with the rest of the class:

- As a junior officer or deputy, do you go along with the actions of your senior partner?
- If you go along, how do you justify your decision to your field supervisor at the conclusion of the incident?
- If you do not go along with your partner's actions, how do you intervene or stop his actions?
- What liability do you or your partner incur from his actions and your response (whether or not you elected to intervene)?
- What are the possible consequences of your partner's actions if you do not intervene, and of your actions if you do elect to intervene?

This scenario may be varied based on local issues or incidents and the instructor's creativity in developing a learning activity that will convey the training desired. Instructors may also add to the time devoted to learning activities either informally (ad hoc opportunities that present themselves as "teachable moments" or with other formal scenarios presented via video, role-playing or in written form). A powerful option to consider would be to have students play the roles of; 1) chief of police, 2) sergeant, 3) the junior partner, and 4) a local community group member. In these roles, students would present and respond to the queries and statements of others (including class members).

### **Time Estimate**

The scenario will take about five minutes to complete, including instructions to the groups. The group activity will take 15-20 minutes for them to discuss and prepare their respective presentations. The group's presentations will take about five minutes each, including questions from the instructor or other class members.

### **Comprehensive Questions**

The instructor must ensure students discuss and analyze the legal implications of their driving in an emergency situation, and must guide questions and queries of group answers to reinforce the need to apply knowledge in this domain. Possible follow-up questions may include:

- How should the junior officer initiate their intervention into their partner's overt disregard for department direction and traffic law?
- After the incident is over, how should the junior officer approach a conversation with their partner regarding their actions?

- If the partner ceases their pursuit after intervention by the junior partner, does the junior officer have an obligation to report their actions to the field supervisor?

Other questions by the instructor should serve to ensure the students can effectively analyze and apply the issues in this incident to unrelated situations that also have legal, moral and community implications.

### **Application**

Students should readily see the real-world application of acquiring skills in the area of vehicle operations. At the same time, popular depictions of police driving that is both exciting and unlawful may have created a perception in students of “proper” driving techniques the instructor may need to address to ensure desired learning takes place while dispelling previous learning from informal sources.

Students should discover and reiterate the truth that operating the police vehicle is perhaps the most dangerous thing officers and deputies will do, and that their reputations, their department's image and the lives of themselves and others depend on their ability and willingness to operate their vehicle in a manner consistent with the law and agency policy.

### **Resources**

Instructors may elect to use one or more of a number of video examples of poor police driving, depictions of emergency driving in film and popular media, photos of damaged police vehicles or similar visual media (with supporting stories explaining how damage was incurred) to allow students to see the ramifications of their actions. Video clips used as resources by students are especially useful to prompt free-form discussions about what was seen (show video clip, then just ask, “All right, what did you see?” etc.).

Resources for this activity may include a handout with the scenario and questions if desired, and may also include whiteboard or flipcharts for groups to write answers.

Added Resources are:

- Training and Testing Specifications for Peace Officer Basic Courses, LD19; Learning Activities for LECP
- POST LEOKA Report (available at [www.lp.post.ca.gov](http://www.lp.post.ca.gov))

### **Additional Information for Instructors**

The law requires every driver, including the peace officer driving an official vehicle, to obey all sections of the Vehicle Code and other relevant driving laws. At the same time, officers are tasked with the expedient response to critical incidents, the

apprehension of traffic violators and the need to use the police vehicle as one of many tools at the officer's disposal as they seek to administer the law in their patrol areas. This can sometimes create a conflict in goals when the officer wishes to respond quickly to a call for service while remaining mindful not to violate speed laws. Popular media sometimes also depicts police driving in a reckless fashion, often portrayed as necessary to bring a criminal to justice who is attempting to flee from custody. Except for specific exemptions articulated in the Vehicle Code related to emergency driving, peace officers must drive within the confines of the same law they are charged with enforcing against others using the streets and highways in their community.

Primary instructors in this domain are required to complete added POST-approved Instructor Development training prior to leading instruction in this training block. Added resources and instructional techniques will be a part of that training. Instructors in this domain should remain mindful that the affective domain (how one perceives their driving, awareness of the appropriateness of one's actions, etc.) are as important as teaching the psychomotor skills (the actual mechanics of driving the vehicle in the approved manner), although student motivation may be much higher in the "how-to" rather than "why-to" components of the lesson plan.



## **Learning Domain 20: Use of Force**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism and Ethics*
- LD 20: *Use of Force*
- LD 20: *Use of Force DVD in the POST Basic Training DVD Series*
- Have read their agency's policies regarding the use of force or an exemplar policy on the same topic.

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. This Learning Domain has significant implication with regard the applied skills of peace officers, the community's perceptions and confidence in their policing agencies and the manner in which the law allows police practitioners to use coercion to enforce the law and maintain public order. It is a content area where it is critical to teaching the "why and when" of the use of force in addition to the acquisition of necessary psychomotor skills for students to successfully demonstrate proficiency in its use.

### **Learning Outcomes**

At the conclusion of this training segment, the student will be able to:

- Understand and apply force options as taught in conformance with best practice and department policies and procedures.
- Analyze and respond to ambiguous situations where force may or may not be an appropriate option, then evaluate the effectiveness of their choice.
- Compare and contrast uses of force in the context of the community's perceptions and beliefs by applying knowledge gained in training.

## **Activities**

### **Activity One**

This activity is a homework assignment that is used as a foundation for class discussion and refining of the issues regarding perceptions of the use of force by the police.

Students will be assigned to locate a news article recounting a recent use of force by the police. The article may be from a local newspaper, a magazine or from an Internet

search. Students will take turns reading their articles to the class (this activity is also suited as a transitional activity at the beginning or end of training blocks or when returning from lunch or similar break period. In those instances, the instructor may elect to have only a small number of students present their findings at one time, allowing for more thorough discussion of each story). Students should seek to identify ethical issues and also assess the community's perception of the propriety of the use of force in the described incident.

The instructor will facilitate the process of student presentations. Other students will be asked to comment, ask questions or render opinions concerning the article and its implications for policing. The student presenting should be critiqued regarding their clarity of presentation, effectiveness of analysis and the public speaking skills used to make the presentation.

Time estimate: Time per student will be about 2-3 minutes. If conducted as a class segment, the time will expand according to the number of students present. The instructor may elect to have students work in groups, presenting their topics to one another. The groups would then report findings and compare/contrast issues with other groups.

### Comprehensive Questions

The choice of article is not as important as the student's efforts to analyze its contents and discuss its relevance with others. The instructor should work to facilitate the student's work to dig deeply and assess how they might feel if they were the subject of force, a family member of the person against which force was applied, or a community member witnessing the incident. This is not done to hinder their learning, but to enhance their success when they are asked to perform these duties once in the field as a peace officer.

### Application

Student discussions of their current event should be related to how they might have acted in a similar situation, what policy and law might say with regard to the incident, and how their community might react to reading the same article.

### Resources

Students will perform research to locate articles independently. The instructor will advise them at the time of giving the assignment of the likely places to locate articles of relevance to their work.

## **Activity Two**

This activity will present a role-play scenario witnessed by the class, and to which they will then have to break into groups to discuss and evaluate the conduct of the officers involved. This activity will allow students to synthesize training on the appropriate use of force, and how to apply the concept of intervening with another officer when they are engaged in inappropriate actions.

The instructor will select a student to be their “partner” officer as they will take action to arrest someone for an outstanding warrant. Other students in the classroom will be community members who happen to be in the area where this arrest will take place. The person playing the arrestee will have to be advised of the nature of their role, and also the actions they will take within the scenario. The instructor will be the primary officer, with the student acting as secondary officer. The instructor will make contact, and subsequently advise the suspect he or she is under arrest. The student will be told to handcuff the subject, which will be met with mild resistance. The instructor will, a) slap the suspect (simulated), b) grab them at the throat, or c) grab their clothing roughly and call the suspect an “asshole.” If the student does nothing, the suspect will cease any resistance and allow the student to handcuff them, completing the role-play.

Students will be broken into groups of 6-8 members, and be required to select a recorder and spokesperson. The groups will:

- Identify the appropriate and inappropriate actions taken by the officers.
- Identify the intervention technique/s used by the student, and also identify any options for intervention that would have been appropriate in this circumstance.
- Evaluate the ethical dimensions of this incident.
- Assess and analyze the community’s possible reactions to witnessing such conduct on behalf of the police.

Time estimate: The role-play will take about five minutes. It will take 3-5 minutes to break the class into groups with their instructions. Group presentations will take about five minutes each, including appropriate discussion and facilitator’s comments. The instructor should consider having each group answer only one question on the list to avoid a duplication of comments.

## **Comprehensive Questions**

Instructor questions of students should be aimed at enhancing their understanding of the application of force options, limits on the use of force as judged by reasonability and necessity and the legal implications of using force inappropriately and witnessing such use by others without taking action. Open-ended questions work best in this, and many other learning situations. Instructors may also consider revising the scenario

incrementally during class discussion to allow students to evaluate at what point/s action is necessary on their behalf. Consider using questions such as:

- What if...(modify scenario).
- OK, now consider this from the perspective of...(the public, a jury deciding this in court, the community, community activists, etc.).
- All right, now you're the Patrol Captain. How do you justify this to...(media, the Chief, the city council, etc.).

The instructor should also consider broaching the topic of fear and its impact on action, both in the need to use force against another and fear brought about due to action anxiety over whether or not to intervene when another officer or deputy has gone too far (or will if not stopped).

### Application

Application of force options is a complex learning topic, requiring reinforcement to allow students to gain appropriate physical skills to complete the use of force as intended and also requiring the instructor to ensure students understand the moral dimension in using coercion against another person to carry out the intent of the law. Students should be motivated to learn skills they perceive will enhance their chances of surviving a violent encounter in the streets. It may be more difficult to motivate them to understand the need to be disciplined and restrained in their application of force to situations where it is absolutely necessary.

### Resources

The training environment should provide the student adequate time to analyze actions and their consequences. The combination of large and small group activities will allow for individual reflection by students as well as opportunities for the student to articulate and defend their choices. Resources for this activity are minimal, and would include only items already in the classroom. Primary instructors in this domain are required to complete added instructor development training prior to leading this block of instruction, and added resources should be found in the domain-specific training.

### Activity Three

This activity allows the student to gain knowledge regarding community perspectives of the use of force, and will also provide a forum for students to practice public speaking skills in an environment of conflict.

The activity is a role-play by students with the instructor facilitating the process of setting the stage and providing a safe environment for students to speak to others. Each student will be given an assigned topic (the topic may be given to them with a one-

minute preparation period before taking their place at the front of the class) and be told they are speaking to a community meeting about a recent use of force in the city. Other students will play the role of community members, and be encouraged to ask appropriate questions as the scenario unfolds.

Depending on class size, it may not be possible to have each student take a turn as the peace officer. In those instances, ensure there is added emphasis on the debriefing portion of each scenario to allow others to learn application techniques from the experiences of others.

In each instance, officers will be required to:

- Demonstrate the ability to speak clearly.
- Respond in an appropriate manner to questions posed, even if asked in a rude or accusatory manner.
- Apply their understanding of the relevant department policies and law.
- Present their position in a manner that would not be seen as hostile or defensive by others.
- Evaluate and synthesize questions asked to form appropriate follow-up answers.

Possible topics to choose may be:

- Following the pursuit and apprehension of auto theft suspects where officers were seen on video striking one or more of the suspects with their batons (why did they do it? Why didn't they just grab the suspect and handcuff him?).
- Following an officer-involved shooting involving five officers who fired more than 40 rounds at the suspect (Why so many rounds fired?).
- In the aftermath of an incident where officers used a Taser and beanbag round to subdue a distraught mental patient who was threatening passers-by (Why couldn't the officers have talked to her longer before using force?).
- After an officer-involved shooting of a knife-wielding subject who was threatening the officer (Why couldn't the officer have just shot the knife out of his hand instead of shooting at his heart?).
- Following a foot pursuit where officers were seen kicking the unarmed suspect while they were taking him into custody (How come the officers treated that guy like a dog?).
- On the heels of an officer-involved shooting where the officer shot a man who was waving a length of iron pipe at him (Why didn't the officer just keep backing up until enough other officers got there?).

- Subsequent to an incident where an officer used a carotid restraint to subdue a local teen who had been drinking and who was resisting being taken into custody for being drunk in public (Isn't there a better way than to choke someone unconscious?).
- A week after an incident where a canine was used to apprehend a burglary suspect inside a local business, and where the canine caused bleeding to the suspect (I thought the cops were supposed to try to prevent someone being injured. Why send in a dog that does just that?).
- After an incident where an officer shot a driver who was driving her car at the officer, apparently intending to strike him (Can't you just step out of the way? It's only a driving infraction, isn't it?).

Note - The instructor may also wish to use the facts circumstances of some of the articles brought to class by students for activity one completed earlier, or use recent events to create a suitable topic.

Time estimate: The community meeting should take 4-5 minutes per speaker, with 2-3 minutes of debriefing per speaker led by the instructor.

### Comprehensive Questions

One of the most significant fears of adults is public speaking. At the same time, communicating effectively is a critical skill for peace officers. This activity allows students to experience public speaking in a safe setting, and where their mistakes will allow them to "fail forward" with the facilitated discussion of their strengths and weaknesses subsequent to the speaking.

The topics used will enhance the student's understanding of the consequences of using force, and also allow them to apply speaking skills in a directed environment.

Questions following individual speakers may be similar to:

- Who are the stakeholders in this incident (who is affected)?
- Does the use of force in this instance create any ethical or moral dilemmas for the speaker or department?
- How does the officer's demeanor while answering questions impact the views of the audience?
- What process could you use to determine how to answer this type of questioning?
- What does your department's policy say about.....?

### Application

Students may misperceive that they would not be asked to speak to community groups as line employees, and that this type of environment would only be faced by supervisors and managers. They should be made aware that these skills will be applied in a variety of circumstances, and that questions from the community on police affairs are common while answering calls for service, during informal contacts with the public, and in settings ranging from one-on-one contacts to neighborhood meetings on an unrelated topic. Speaking effectively is a necessary skill, and their knowledge of department policy, relevant law and force options are the tools they will use to answer public concerns in a manner that represents the department well.

### Resources

Laws concerning the police use of force, including applicable case law; force option policies and practices. The class environment can be used to stage this activity with little or no modification, and with no added resources necessary. Added Resources are:

- Training and Testing Specifications for Peace Officer Basic Courses, LD20; Learning Activities for LECP
- POST LEOKA Report (available at [www.lp.post.ca.gov](http://www.lp.post.ca.gov))

### Additional Information for Instructors

While the use of force may be taught in a physically interactive environment to allow students to acquire and reinforce methods by which they may defend themselves, subdue combative subjects and protect the innocent, training them to analyze, revise and evaluate their actions in a social framework that will assess their actions in the context of being both lawful and necessary. Although peace officers may see an application of force through trained eyes, the vast majority of our constituents do not have a similar viewpoint. Officers must be mindful of the overarching requirement that all force used to effect arrests or to quell resistance must at all times be judged according to the “reasonable person” standard.

Beyond legal standards that limit a peace officers ability to use force except as necessary to perform their duties is the moral standard that mandates a reverence for life that dictates force as the last option to be considered, and deadly force be considered only to save the life of that officer or another person. The community expects its peace officers to understand the need to be self-disciplined in their use of the authority granted to them to use force. The training of students to understand their role as the representative of the law and their department is perhaps the most important part of force training.

Motivation to complete any task is a function of developing competence in its practice along with the student's perception of the value of doing it. In Use of Force training, the instructor must build competence through the applied skills. Encouraging students to see value in restraint, and to teach them how to use force while at the same time not using it to punish or "get even" with a suspect is inevitably a more difficult task. Learning experiences in this Domain should incorporate context and relevance to real-world application, and be mindful of the student's tendency to exclude analysis and evaluation of the use of force options being trained if they focus too specifically on the acquisition of the physical skills necessary to properly follow steps in an option's application.

The activities presented herein, therefore, focus more on the community's perception, the moral issues surrounding the use of force and the context of its use rather than the mechanics of applying force. Your creativity and expertise as an instructor will be a primary means by which the students will gain an understanding of the need for the use of force in specified circumstances, while also developing a respect for the need for restraint and discretion in its use.

## **Learning Domain 21: Patrol Procedures**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 3: *Policing in the Community*; and,
- LD 21: *Patrol Procedures*

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. This Learning Domain introduces the student to the basic concept of one of the core functions of policing, that of patrolling the community. Students will learn they must be able to develop and sustain effective strategies and tactics on patrol to convey a sense of security to their constituents. This may include being aware of crime and traffic patterns, concerns of residents and business owners, and being able to interpret and apply the goals and objectives of their department in a manner that enhances the quality of life in their cities and counties. Students will also learn the ill-structured nature of field duties while on patrol creates an environment where officer safety will exist in balance with the mandate to protect others.

### **Learning Outcomes**

At the conclusion of this training block and activities, the student will be able to:

- Comprehend and apply strategies to resolve various ethical dilemmas presented to them in a field environment.
- Analyze community concerns and apply knowledge to mitigate problems present in their patrol beat.
- Evaluate and balance the goals and objectives of the department with the desires of the community.

### **Activities**

The activities listed herein may either be staged as role-play scenarios or handed to groups for independent work and discussion. A role-play is more effective to stimulate visual learning that can then be reinforced by written work, verbal discussion and follow-up dialogue to enhance and reinforce important learning points. The instructor's role is to facilitate the process of role-play or other appropriate "stage setting" so students can focus on the content and issues of the problem presented.

The instructor may elect to choose one scenario, have it acted out by selected class members, then engage in group discussion and presentations. Alternately, the instructor may wish to have one group role-play, and then choose another group to role-play the same scenario to allow for a discussion of the different choices made by the actors. For complex scenarios, the instructor may choose to repeat the process of using different groups 3-4 times or more if the role-play responses have significant differences, or to run through the scenario until one role-play group performs in a manner that would be appropriate in a real-life setting.

For each scenario, the instructor may wish to have immediate questions for the class, such as:

- OK, what did we see?
- Where did they do well?
- Where might they have done better?

Once thinking has been prompted by the general class questions, break the class into groups of 4-6 persons. Have each group select a spokesperson and a recorder to document their choices and answers to questions. Give each group time to answer a set of questions, and advise them they will present their answers to the class. The groups should also be prepared to defend their choices and provide a rationale for their selected course of action.

Possible questions are:

- How would the community at large react to what the officers did in this scenario?
- What reaction would you most likely see from the Chief and his or her command staff?
- Who are the stakeholders in this incident (who will be impacted by what was done?)
- Does the incident create any ethical issues? If so, how are those issues best resolved?
- What structure or process do you use in the field to assess and respond to problems in your beat or patrol area?
- What resources do you have as a patrol deputy or officer to help you?
- What demeanor is most effective when dealing with a resident/ business owner who is upset with your department?
- How can you maintain a high level of performance despite influences to the contrary (like an undesirable shift or hours, working for a bad boss, working an area that does not appreciate your work, working while the media bashes policing, etc.)?

Groups should be assigned 3-4 questions for discussion or one question per group as an alternative. They will then present their findings to the class. Effective facilitation of this process may entail having each group presenting only one of their question areas while others critique and add insight. This avoids repeated-answer phenomena and enhances interest in the subsequent discussion.

### **Scenarios**

1. You are aware that a section of roadway on your beat has a high incidence of speeding resulting in a number of complaints by the public. You park in the driveway of a business adjacent to the street to work radar. After writing three citations for speed violations (returning to your parking spot each time), one of the tenants of the business approaches you and complains that your presence is scaring away customers, and that it is unfair of you to be “hiding” to catch innocent citizens.
2. You are told by local residents that the local high school has problems (which you have seen) allowing students to walk off campus during breaks and lunch time. In particular, some residents complain students congregate near the back gate to the school to smoke pot and drink. You have made previous arrests in that area, and are frustrated that the kids seem to be flaunting their knowledge that you have a lot to do, and can only get back there once every few days.
3. You are fairly new to the graveyard shift (eleven p.m. to the morning hours). Your shift has mostly senior officers, so you are excited to be out there amongst the experienced cops to do some “real” police work. After a few nights of making a lot of stops and a couple of quality arrests, two of your peers approach you and say that you need to “cool off” a little. They say that you are making them look bad, and that they are losing sleep between 4:00 am and 6:00 am because you are on the radio too much. They advise you that it is “sleeping time” and that everyone agrees to stay off the radio so others can rest.
4. You are aware of a bar on your beat that has recurring problems on Friday and Saturday nights with patrons hanging around outside the bar on the public sidewalk making noise, drinking, leaving their glasses and bottles in the planters in the area and engaging in other irritating behavior. Businesses in the area are closed in the evening hours, so you have received no complaints of this conduct at the time it was occurring. However, you responded to the bar for a shooting incident last week where a patron was shot in the leg during an argument in the bar that continued outside. You’d like to do something about this problem bar before it becomes worse.

5. You respond to a call of vandalism at a residence you know is the home of a rather well-known gang member. You arrive and see the gangster and his friends hanging around out front yelling at you as you get out of your car. You immediately call for back-up and start considering officer safety issues due to their agitated state. The resident runs to your car and says that a couple of teens drove by a little while ago and began shouting racial epithets at them. He says they had been minding their own business, but shouted profanities back at the teens, who then quickly drove away. A few minutes later, the same car drove by, slowed down, and then one of the teens threw a fist-size rock at the resident's car. The rock struck the rear window of the car, shattering it. Your back-up arrives and tells everyone to "grab a piece" of the wall, whereupon he begins to pat search them. The resident complains that you are ignoring the crime, and only picking on them because of the way they look and dress.
6. Same scenario as the one above; however, it continues: As you are trying to answer the residents rather excited complaint, he shouts and points to a passing car, saying, "There they are. Those are the a\_s\_oles who did this to my car!" You run to your patrol car, broadcast the vehicle's description and give chase. You stop the car a short distance away without incident and take the three subjects into temporary custody. As the subjects are identified, you can smell the odor of alcohol on their breath. You also realize that one of the teens is the son of the City Manager, who is your Chief's boss. The City Manager's son is eighteen, while one of his passengers is only sixteen years old.
7. You are working uniform patrol when you see a car roll through a residential stop sign near an elementary school at a pretty good speed. There is no cross traffic, and the conditions are clear. You make a traffic stop, and the driver quickly begins to complain that there was no danger, that he lives in the area, that he pays your salary and that his neighborhood has experienced a number of break-ins, and why aren't you out catching real criminals instead of picking on him?
8. Same scenario as above; change the identity of the driver to an off-duty firefighter from a neighboring town. Does the identity of the driver change your actions? Do you cite everyone you stop? If so, why? If not, why not?

Note- there are a variety of possible scenarios from which to choose. The instructor may wish to frame a scenario from their own experience, from recent events or from a video clip shown as a part of the activity.

### **Time Estimate**

As a role play, each scenario will take less than five minutes. Groups should have 12-15 minutes to discuss their questions, then 3-5 minutes to present their findings and defend their decisions.

### **Comprehensive Questions**

The instructor will work to ensure students gain an understanding of the ambiguous and changing nature of patrol work, and the need to effective field policing as a core function of protecting the community. Some scenarios lend to work to develop knowledge and skills in problem-solving, while others present dilemmas with an ethical dimension. In either case, the instructor should use the setting to present SARA or another problem-solving model for beat problem and allow the students to work to create a structure within which they can make decisions that are both ethical and effective in problems of that nature.

### **Application**

Students should readily see the broad spectrum of problems and issues they may confront while in contact with the public in uniform. They should understand the high standards to which they will be held by the department and the people they serve, and where they can find resources to assist them in that work.

### **Resources**

The instructor may wish to use one of a number of available video clips and news stories recounting actions by officers and deputies of both a positive and adverse nature. The instructor may wish to engage the class in a more complex problem, such as a serial case like the sniper shootings in Virginia, the day school shooting in Los Angeles or similar crimes to allow students to do homework in groups or as individuals to learn about police methodologies when confronted with complex criminal issues. Added resources are:

- Training and Testing Specifications for Peace Officer Basic Courses, LD21; Learning Activities for LECP

### **Additional Information for Instructors**

In municipal agencies, uniform patrol is the “backbone” of the department. In sheriff’s agencies, patrol functions are also the core of that agency’s field work and contact with the communities they serve. Officers and deputies are the most visible members of government, and the only ones who are available to meet the needs of our citizenry 24 hours a day. The vast majority of all work in policing originates with a response to a call for service, an unusual incident or circumstance seen by an officer or information given to a uniformed officer that is the first step to solving a crime or resolving an issue

of concern. The manner in which an officer or deputy conducts him-or-herself will often shape the perception of the entire department in the eyes of those who the officer contacts. Their demeanor, responsiveness and ability to intervene to stabilize a situation, serves not only to solve crimes, but build confidence in the community that their policing agency is capable of protecting them on a daily basis.

As they come into contact with people from a broad spectrum of society, peace officers may fall prey to the tendency to begin stereotyping everyone from contact with small segments of their community. After repeated calls for teen issues, one might just think that "all kids are bad." After working in an area of joblessness, high turnover in rental property and a prevalence of petty crime, one might dismiss those who live there as all being either criminals or afraid to help the police so they "get what they deserve." Peace officers must remain mindful that it would be as unfair to classify or categorize an individual based on an adverse contact with another as it is for a member of the community to see all cops as corrupt because of a video they have seen in the media depicting police brutality.

In years past, some peace officers have seen their work in patrol as merely answering calls and completing reports along the way. Today's environment demands more from its policing professionals, and officers and deputies are encouraged in almost every circumstance to move away from the routine response mentality into one where they have a stake in the success of their community. This state of mind leads to problem-solving by the police, the formation of partnerships with local businesses, schools and residents to mitigate issues of mutual concern and a way to build confidence in others of the value of the police by working to meet their needs and improve their lives through the efforts of dedicated women and men in the policing profession.

## **Learning Domain 22: Vehicle Pullovers**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism and Ethics*
- LD 3: *Policing in the Community*
- LD 16: *Search and Seizure*
- LD 21: *Patrol Procedures*
- LD 22: *Vehicle Pullovers*
- LD 36 *Information Systems*
- LD 42: *Cultural Diversity/Discrimination*

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. This Learning Domain introduces the student to competencies necessary to perform one of the most prevalent actions engaged in by peace officers in the community, that of stopping vehicles in traffic. Officers and deputies stop moving vehicles and vehicles stopped on public and private streets for a variety of reasons. The reasons may range from a minor traffic violation or vehicle equipment malfunction to a high-risk stop of persons suspected of being involved in a violent felony. In any case, stopping and approaching a vehicle is one of the most ambiguous and potentially risky activities an officer can undertake. “Routine” stops can turn into the discovery of a crime in progress, and a vehicle stopped because it matches the description of a wanted felon may, in fact, contain an innocent person who has the misfortune of being in the wrong place at the wrong time. In any case, police professionals must exercise appropriate officer safety measures while at the same time recognizing the vast majority of persons they stop are generally law-abiding and supportive of the police mission.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Apply appropriate tactical communications techniques to defuse conflict during traffic stops.
- Identify and apply effective officer safety tactics during the pullover and approach to the subject vehicle, and continue to display effective officer safety tactics until the termination of the contact.
- Distinguish and apply appropriate ethical decision making skills when confronted with a dilemma in the ethical dimension.

## Activities

The activity options for the instructor include one homework assignment and nine in-class activities from which the instructor can select (or use as a foundation for scenarios better-suited to their facilitation efforts).

### **Homework Activity**

Students may be assigned to independently research and locate a recent event where a traffic stop by the police resulted in a violent encounter or a significant complaint regarding the conduct of the officers involved. The student may research news articles, those from magazines or any source on the Internet. They should be tasked to print the article, and then write a short memo articulating:

1. How the incident impacts the policing profession
2. How the incident might affect the department involved, and how it would affect their department as a result of the incident being brought into the public domain.
3. What other options the officers or deputies involved might have taken or considered to produce a different outcome (emphasize to the students that you are not asking them to second-guess, but to learn from the conduct of others).
4. What ethical issues or problems are relevant to the incident
5. Optionally, the student will author a letter in the role of that agency's chief or sheriff responding to a letter of complaint about the incident

Each student will take turns to present their incident and their findings. Other students will work with the student to identify any issues the student did not consider, and to add insight or questions to enhance the class understanding of the incident. The presentations may be completed in one setting, or as introductions and endings to content blocks in this subject area. Selected student leaders should facilitate the presentation process. In the alternate of beginning-ending presentations, 2-3 students per session will present their incidents. This provides the instructor an opportunity to have each student speak in public, display their ability to form and defend decisions about their perspectives and to respond to the questions of others.

### **Class Activities**

As noted previously, the instructor may wish to actually conduct simulated vehicle pullovers in a controlled environment, or have student learning groups present scenarios they developed to exemplify assigned concept areas. The pullovers may range from the mundane to the overtly threatening, with an overarching focus by the instructor to ensure all students present (both actors and those watching) can transfer and apply learning to real-life encounters. Options for scenarios are:

Scenario One:

An officer conducts a traffic stop on a suspected drunk driver. The subject vehicle was speeding, and also weaving within its lane of travel. The officer approaches the car and can smell the odor of alcohol on the driver's breath. The traffic stop takes place in the parking lot of a fairly crowded parking lot, and several citizens are standing in the area watching the contact. As the officer receives identification from the driver, he is handed a police identification card reflecting that the driver is an off-duty officer from a neighboring jurisdiction.

Scenario Two:

Same setting as the first scenario, except the driver identifies himself as a vice detective from the neighboring jurisdiction who is on-duty and rolling to a meet with a confidential informant on an important case. The detective tells the officer he has been sitting in a bar with the informant and their prime suspect for the past three hours, and that he was drinking to sustain his cover as a criminal confederate.

Scenario Three:

An officer conducts a traffic stop on a vehicle that the officer has been advised by dispatch is a stolen car when he ran the license plates. The vehicle is occupied by two male Hispanics, who are taken into custody and placed in the rear seat of the patrol car without incident. The subjects are complaining loudly that the officer stopped them only because of their color, and their shouting has drawn a crowd. The officer is in the midst of searching the suspect vehicle when dispatch advises the wrong plate was run in CLETS, and that the vehicle was not, in fact, a stolen car.

Scenario Four:

An officer sees a car stopped in a traffic lane, with one person pushing it from the rear while another is apparently steering it. The officer stops to render aid, and the subjects seemed surprised and a bit taken aback at the officer's presence. The subjects thank the officer for his offer of help, but say they just want to push the car to the side of the road and call a tow truck. (Note- if the officer leaves, allow him or her to do so. If they do not leave, they may or may not see the 8"x12"x3" package wrapped in brown butcher paper on the right rear passenger seat with a torn corner. Closer examination will allow the officer to see the package contains a green leafy substance resembling marijuana).

Scenario Five:

An officer conducts a traffic stop on a vehicle that went through an intersection about a second after the traffic signal phased to red. The officer contacts the female driver, who quickly tells the officer she is late to meet her boyfriend for lunch, and that her boyfriend is one of the officer's peers. The officer recognizes the name of the "boyfriend" given by the driver.

Scenario Six:

The officer receives a radio dispatch of a suspect and vehicle wanted in a burglary in the neighboring city. Shortly thereafter, the officer sees a car that might match the description. The suspect vehicle was described as a tan Chevrolet, and the car under observation by the officer is a gold/brown Oldsmobile. The suspect was described as an African-American male in his 30's, and the officer can see the driver is a male, but little more because of the sun's glare on the car's windshield. Should the car be stopped, or will this diversion prevent the officer from watching for a car that matches the suspect description more closely. If the car is stopped, should it be a high-risk stop, and how should the contact with the driver be made?

Scenario Seven:

An officer stops a vehicle during the daylight morning hours that is driving very slowly. The officer is concerned the driver is lost and may need help. As the officer approaches the vehicle, he sees a lone female driver. He asks for identification, and she replies that she is driving her boyfriend's car, and that she left her ID at his apartment. The officer can see on the rear floorboard of the car a closed purse. The officer is given the vehicle's registration (if asked for), but no other ID from the driver.

Scenario Eight:

An officer is in her patrol car at a red traffic signal. As the light turns green, she senses something is wrong, and stops prior to entering the intersection. Moments later, a vehicle from the cross-traffic enters the signal under the fresh red light and proceeds through the intersection. The officer realizes if she hadn't stopped suddenly, she would have been struck by the other car and have been involved in a serious traffic collision due to the speeds on this roadway. The officer pursues the vehicle and stops it without incident. (Issues are whether or not to cite a vehicle that violated only the officer's right of way; options are to have a belligerent driver who accuses the officer of doing just that)

Scenario Nine:

Same scenario as Scenario Eight; however, the driver is a female in her eighties who is quite pleasant, and who tells the officer how much she appreciates the police for keeping her safe all these years. The driver continues by telling the officer her husband passed away earlier in the year and that without her car she would be isolated and cut off from her friends.

**Time Estimate**

Each scenario will last from 3-12 minutes depending on its complexity. The instructor should ensure others watching can hear and see relevant aspects of the traffic stop. The instructor may also wish to stop a scenario while still in progress if an important teaching point, officer safety lapse or other “teachable moment” occurs. The debriefing from the scenarios can occur on-the-spot, or can be completed once all students have had opportunities to play at least one scenario, at which time the class would move back to the classroom.

**Comprehensive Questions**

As noted in this activity’s instructor material, there are a number of areas where the student’s active learning during role-plays may be used to reinforce critical skills. Some of these areas may be suitable for follow-up homework by students, such as:

- Describing the process an officer or deputy should use to arrive at a decision on how to act in incidents with an ethical dimension- how do they make decisions that are both ethical and effective?
- The five-step or eight-step process of tactical communications in public contacts where conflict emerges.
- The policy or procedure for high-risk traffic stops, including logistical considerations such as the number of officers necessary to conduct the stop, selecting a location for the stop and taking the suspects into custody safely.
- How the community views the traffic enforcement function of the police, and how peace officers might explain to a community group why they write citations.

In class, the focus of the debriefing by student facilitators should be to:

- Discuss and critique the actions of the officer in the pullover and resolution of their incident.
- Form suggestions for alternate courses of action if appropriate.
- Discuss the ethical dilemmas present in some scenarios and how best to resolve them.
- Discuss what, if anything, to tell a driver who objects to your efforts to enforce vehicle laws or to conduct a criminal investigation (what do you say at the

termination of a stop where a subject was mistakenly identified as being involved in criminal activity?).

The debriefing may be completed as a class exercise, or in learning groups of 4-6 students for discussion, and then reporting back to the class.

### **Application**

As with the other psychomotor domains (firearms, defensive tactics, emergency driving), students will often come to the learning environment with a layperson's understanding and motivation to learn skills they see as being "what cops do" in their duties. This motivation is useful to gain the student's attention and ensure they complete work necessary to acquire the requisite skills of vehicle pullovers, but also presents potential obstacles due to the student's possibly mistaken assumptions of what they see on television and in the movies as appropriate actions in these situations.

During the instruction and learning activities, the instructor should give attention to the "unlearning" process of the misperceptions regarding how officers and deputies use their patrol vehicles as well as the core training on desired techniques to safely complete a vehicle pullover in a real-world setting.

### **Resources**

As stated in the introduction and other material in this activity guide, there is ample video footage available in the commercial market to use as a backdrop to training. Current events of related print material also exist in print and electronic formats. The instructor's role is to facilitate the process of the student's learning; the challenge is to get them interested and involved in the learning process. Since all of the students already drive, the instructor's job is to ensure they learn and can apply tactics to use an existing skill (driving) for an entirely different purpose (enforcing the law). Added Resources are:

- Training and Testing Specifications for Peace Officer Basic Courses, LD22; Learning Activities for LECP
- POST LEOKA Report (available at [www.lp.post.ca.gov](http://www.lp.post.ca.gov))

### **Additional Background Information for Instructors**

In recent years, the police have been accused of engaging in behavior that includes stopping persons based on their appearance, and not for the myriad of legitimate reasons a person may be stopped and questioned by a peace officer. It is essential that students understand this issue not only from the perspective of the police, but also from

the community and some members who may believe they are singled out for attention by officers because of their age, ethnic background or manner of dress.

One of the primary reasons vehicles are stopped by the police is for violating one or more Vehicle Code laws. Students should understand and be able to apply effective tactical communications to enhance their chances for a successful encounter with a traffic violator, and should also be familiar with the philosophy of traffic enforcement as the primary tool to suppress traffic collisions and increase safety to the motoring public. Because much of police conduct during vehicle pullovers is unsupervised and fluid in nature, officers must have the flexibility to recognize and adapt to emerging facts or observations that are relevant to the situation. They must also be able to recognize incidents or actions that might throw the officer into a dilemma in the ethical dimension and respond in a manner that represents the highest standards of their department and profession.

This learning domain lends itself well to simulated contacts between the police (students) and members of the public in a structured learning environment. This may involve moving the class to a parking lot or other controlled area where vehicle pullovers may be conducted and completed while others view the stop and learn from the actions of participants. There are also hours of in-car police video footage the instructor may wish to use to prompt discussion, analysis of actions and as a basis for small group work. Learning activities may be presented in one of three major areas (all of which the student can expect to encounter once in the field):

- The traffic stop for the purpose of enforcing vehicle code or similar laws
- The vehicle pullover for the investigation of possible criminal activity
- The high-risk stop of suspected or known felons who may present a danger to the officer and others.

No matter what the reason for the pullover, officers must also learn and apply tactics to effectively mitigate concerns that may be present in any vehicle pullover:

- Officer safety, especially in vehicle pullovers the officer initiates for relatively minor reasons that escalates quickly into a situation of danger for the officer or others.
- Perceptions by the motoring public of being stopped because of appearance rather than for their conduct.
- The need for effective communications in any vehicle pullover (and any other contact with the public) to reduce the chances the situation will escalate and to generate goodwill from the public in response to being treated respectfully and humanely by the police.



## **Learning Domain 23: Crimes in Progress**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 23: *Crimes in Progress*

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. Learning Domain 23 introduces the student to the peace officer's role and responsibilities in their response to crimes in progress. Primary considerations when instructing in this content area are:

- The safety of the peace officer and others during a response to an in-progress incident
- Tactical considerations during the approach to the scene as well as during the investigation of the incident requiring a police response
- The planning and execution of specific tactics for approach, arrival and searching at in-progress scenes
- Special considerations in high-threat incidents such as reports of shots fired, unknown problems, suspicious persons, burglaries, robberies and similar incidents.

Students will learn that planning and patience are critical to achieve safe and successful outcomes in these incidents. Many calls will, in fact, be different once on scene than as reported by a third party. Some will be far less critical than first reported, either due to misperceptions by a victim or witness or due to a perception that a more serious incident would receive more prompt attention by the police. Peace officers should remain mindful of not becoming lax or complacent in their response to calls, no matter how many times they may have been dispatched to similar false calls in the past. Alertness, critical decision-making and sound tactics will keep the officer or deputy alive in threshold incidents and also serve the ultimate goal of protecting life and property.

A related concept area in this domain is the safe response to crimes in progress. The public is normally not aware of the intent of an officer driving expediently towards a

crime in progress, and occasions of community dissatisfaction or officer-involved traffic collisions recur throughout the state. Reckless, rushed or thoughtless conduct by officers endangers the innocent and the officer, and often impedes the police response to the original crime to which they have been summoned.

Subsequent to the completion of their investigation, officers and deputies should be mindful of the natural curiosity of neighbors and others in the vicinity of the crime. Effective relations with the community can be enhanced when officers address the anxiety or concern of those not involved in the incident, especially if they were amongst those who reported the crime initially. Talking with victims, witnesses and others at the conclusion of the police investigation (or on a later date to check the status of those present) exemplifies the commitment of the organization to the welfare of those they serve.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Demonstrate how they can assess an incident and respond appropriately from amongst the options available to a crime in progress
- Identify the risks associated with responding to a crime in progress, including pre-planning, scene response and management and the appropriate use of officer-safety tactics
- Evaluate and act appropriately when presented with situations with ethical conflicts

### **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

Break the students into cooperative learning groups, 4-6 students each. Have them discuss the following questions, and then write out their responses on chart paper or a similar medium. Groups will report their thoughts to the class under the facilitation of a selected student leader.

1. Self-confidence and mental preparation can be critical to an officer's survival in a crisis or emergency situation. What factors influence your self-confidence in these times? What steps can a peace officer take to enhance their self-confidence when responding to a report of a serious crime in progress?
2. An officer's ability to overcome risks associated with responding to a crime in progress depends on his/her safety and survival skills. Students will discuss and list three steps they can take to improve their officer safety readiness and two obstacles that could impede an officer's readiness

The student(s) will be required to:

1. Discuss and evaluate the questions and answer each question based on their academy training and personal experience.
2. Select a spokesperson to present the group findings and be prepared to justify the answers to the class.
3. Support their spokesperson if they are asked follow-up questions by other students or instructors.

If desired, the students may be instructed to come to a class consensus regarding the top 3-5 steps to enhance one's self-confidence, 3-5 ways to improve their officer safety readiness and 3-5 obstacles in that effort.

Time estimate: The group work will take about 15 minutes, followed by group reporting and discussion, which should take between 2-3 minutes per group plus any time used for questions by others.

### **Activity Two**

A selected student leader will brief the following activity:

“You are en route to a call when another officer in your area puts out a call of shots fired. The officer reports that he/she has been hit and that he/she requires medical attention. When you arrive on scene, you see the officer has an apparently minor injury and the suspect is lying on the ground nearby. The suspect is still alive, and is lying handcuffed on the ground nearby. You take the suspect into custody and place him into the back seat of your patrol car. Before you can enter your car, your supervisor quietly pulls you aside and tells you the

suspect is an “a--hole” and they expect you to give the suspect an “attitude adjustment” on the way back to the station.”

Students will work individually to answer the following questions, and then work in learning groups of 4-6 each to come to a consensus on the nature of the supervisor's comments and their options for action. The questions are:

1. What do you think the supervisor is trying to tell you?
2. What are your options for action?
3. What do you think society would expect you to do?
4. What are the risks and rewards of each choice?

If the student groups come to the conclusion they should report the discussion to another supervisor or manager, an option for further work would be for one of them to act in the role of the officer while another student acts as the manager to whom this incident has been reported. The instructor should manage this role-play and encourage students to look for the core issues in this incident, as well as to assess management's responsibility to respond when aware of misconduct.

Time estimate: Five minutes for individual work, ten minutes for group work. Two minutes for groups to report their findings. Role play and discussion should take from 15-30 minutes to ensure students understand the ethical issues and agency obligations in this circumstance.

### **Activity Three**

Students will role-play a meeting between a peace officer and persons who have recently been victims of property crimes in a neighborhood. The officer should be prepared to respond to questions concerning police priorities, neighbor complaints about feeling unsafe and related issues. Students playing the role of neighbors should ask questions they think community members might ask in a meeting of this type. In larger classes, students can take turns in multiple scenarios (changing the crime type if desired) or watch the role-play and comment at its conclusion regarding what they saw, and what other options the “officer” may have had in their response to questions.

Time estimate: Role-play may take from 10-15 minutes, plus time for class reflection and commentary.

### **Homework Assignment (Optional)**

Students would be assigned to complete a short article for publication in the community's local newspaper. The topic of the article is why the police drive so fast in residential neighborhoods, and why they don't use their emergency lights and siren all

the time when in response to felony calls for service. The instructor may consider posting the homework for student review informally, or allow students to engage in a learning activity where they share and compare their articles with one another.

If used as a learning activity, there are several options:

- Working with a partner to share
- Working in groups- if in groups, they should come to a consensus regarding why the police drive fast on occasion, and why they may or may not use their emergency equipment when responding to crimes in progress.
- Working as a class under the facilitation of a student leader to come to a consensus about the same issue, and also why the community would be concerned with these actions by the police.

This activity may be facilitated in concert with the academy's LD18 (Investigative Report Writing) staff as a means of providing a level of relevance to students in this topic area. In this protocol, written work is cooperatively assessed by the lead instructor in this LD as well as LD18 staff.

### **Application**

The response to crimes in progress is a function of peace officers where students enter the learning environment may come in with the strongest pre-perceptions of "how the police act" due to the pervasive depictions of the police in media and film. Training should strive to dispel common myths in this area, as well as ensure students understand and can apply appropriate officer safety protocols in their response and arrival at the scene of a crime in progress. Students should be mindful their acts are commonly being viewed by members of the public, and that their conduct will be scrutinized by others who often may have similar misperceptions regarding the propriety of police conduct.

### **Resources**

- Numerous video clips from POST and other sources
- Numerous accounts in the media, both print and electronic
- The Internet
- Agency policies and procedures regarding driving conduct
- Agency policies and procedures regarding the response to crimes in progress
- Training and Testing Specifications for Peace Officer Basis Courses, LD23; Learning Activities for LECP
- POST LEOKA Report (available at [www.lp.post.ca.gov](http://www.lp.post.ca.gov))



## **Learning Domain 24: Handling Disputes/Crowd Control**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 20: *Use of Force*
- LD 24: *Handling Disputes/Crowd Control*
- LD 33: *Arrest Methods/Defensive Tactics*

### **Introduction**

Learning Domain 24 introduces the student to a peace officer's responsibilities when handling disputes as well as the skills needed for diffusing, mediating and resolving disputes in a safe manner. Specific crimes associated with landlord-tenant disputes, repossessions, and labor disputes are also covered. This learning domain introduces the student to crowd dynamics and techniques for crowd management and control.

All communities have crowds gather at one time or another. People gather in groups for festive celebrations, for marches and parades, for picketing and protesting, to watch an unusual incident, in mourning and for political or seasonal rallies or events. Crowds come with differing personalities, sometimes generated by the emotionalism of a particular event or locale. They can be passive, angry, or joyous and they can, at times, get out of control.

The United States Constitution guarantees the right to lawful assembly. An assembly or gathering can be offensive to a peace officer, but if it is lawful, then it is the officer's obligation to maintain a professional demeanor and an appearance of neutrality. Further, officers must safeguard the participants' First Amendment rights to freedom of speech and peaceful assembly.

Peace officers may exercise a leadership role in the community during times of protest or disputes. In private disputes, they often provide the objective perspective to help others through times of stress. In public gatherings, their presence helps others exercise their rights without trampling on the rights of others. Working with other peace officers and supervisors to resolve disputes or manage crowd issues are essential components to an officer's role in crowd control.

Peace officers are required to make decisions based on facts and not allow personal opinions to affect their decisions. Officers may face peer pressure to handle certain demonstrators different than others. They may also face pressure from family members and friends to not arrest certain protesters because of agreement with the goals of the protest. Officers must take a leadership role and handle each situation the same way regardless of outside opinions or influences.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- State in their own words the possible ethical dilemmas they might face during a demonstration
- Identify the function of the police at assemblies and reasons for staying neutral while engaged in these duties
- Choose the most appropriate courses of conduct when confronted by an antagonist or antagonistic circumstance

### **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

Have the students discuss the following activity:

“An officer was involved in a controversial shooting of a member of a community, which resulted in his prosecution and the filing of a lawsuit. As a result, a group of individuals have gathered at the local courthouse to protest the prosecution and related criminal and civil actions. A second group has gathered across the street to counter-demonstrate against the shooting and a pattern of

police abuse, and they are taunting the peace officers deployed at the scene. The security officers for the courthouse demand the first group be removed from the entrance to the courthouse and arrested. Coincidentally, you notice several off-duty officers in that crowd. A dispersal order is announced to the crowd at the courthouse by a supervisor; however, they refuse to leave and handcuff themselves together. The crowd across the street cheers as the dispersal order is given.”

Divide the class into groups and facilitate discussions of the activity. Have one recruit from each group provide a response to the class.

1. Why must peace officers stay neutral and not take sides in a demonstration?
2. If you were the sergeant on scene, what next steps would you take?
3. How can personal opinions and feelings interfere in a successful handling of a protest?
4. What happens if a confrontation between you and a demonstrator gets out of hand?
5. What are the ethical issues regarding taunting and law enforcement response?

Groups of 4-6 students may be given one question only, or all or part of the questions as dictated by class size. Groups should report on their consensus findings under the facilitation of a selected student leader or leadership team. Follow-up questions for group or class consideration would be centering on the possible arrest of other policing professionals, balancing the interests of both protesting groups and issues related to unusual incidents.

### **Activity Two**

This activity may be read by students, or assigned as a role-play by a student group to teach others. The scenario is:

“You observe your partner handle a landlord/tenant dispute. Your partner is ignoring the tenant’s side of the story and taking sides with the landlord causing the situation to escalate. In order to de-escalate and resolve the situation, you consider taking over the call to resolve it.”

At the conclusion of the activities, selected student facilitators should debrief the activity with the students. The following ideas may be discussed:

1. How does this situation affect me?
2. What impact does this have on the community
3. What are the ethical decisions involved in these activities?
4. What would be the most appropriate means to resolve this call?

5. If you were the shift sergeant, how would you mediate a complaint from the first officer that his or her call was going fine, and that the second officer inappropriately took charge?

### **Homework Assignment**

Assign students to write a two-page memorandum regarding the importance of remaining objective at the scene of disputes. Students should assess the issues common to many disputes and an assessment of options and techniques to apply when necessary. This activity may be administered with the cooperation of the LD18 (Investigative Report Writing) instructor as a means of reinforcing the need for effective written skills across the Learning Domains of the academy.

### **Time Estimate**

The time for scenarios read by the class may be as short as twenty minutes. The role-play option can extend the class for a full instructional hour, as can discussion subsequent to either scenario.

### **Comprehensive Questions**

As noted in each activity section.

### **Application**

Students should readily see their roles as peace officers will involve recurring circumstances where they will mediate disputes and keep the peace at special events, protests, celebrations and other public gatherings. They will apply skills of emotional control, self-awareness, situational awareness and an understanding of the rights of the individual in these, and other, incidents of conflict throughout their careers.

### **Resources**

- The Peace Officer's Legal Sourcebook
- Various agency policies and procedures regarding crowd control
- Various policies and procedures regarding unlawful assemblies and orders to disperse

## **Learning Domain 25: Domestic Violence**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 5: *Introduction to Criminal Law*
- LD 15: *Laws of Arrest*
- LD 25: *Domestic Violence.*

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. Instruction in the response and investigation into incidents of possible Domestic Violence will impart an understanding of this crime as well as Penal Code sanctions specific to it. Students will learn about violent behavior in the home, relevant legal definitions and terminology, a peace officer's obligations and responsibility during a domestic violence response, reporting requirements, services available to victims and the court's function to issue orders in compliance with law. Students will also learn about the dynamics of stalking, often a crime related to domestic violence or other crimes involving persons in relationships.

In a domestic violence incident, the immediate safety of the victim and children is the primary concern of the officer. After safety is ensured, it is the responsibility of the officer to:

- Conduct a thorough investigation and documentation of the incident to assist in a successful prosecution,
- Use effective communication techniques to demonstrate trustworthiness and respect for all individuals involved
- Take steps to mitigate the potential for subsequent incidents of violence
- Provide referrals to victims to strive for a long-term solution

Victims of domestic violence require significant support to allow them to consider their options and long-term well-being, and to allow others in the professional community to assist them through that process. Peace officers are the first link in the chain of the professional community to intervene, stabilize, and then refer the victim and witness children to available services. Officers should ensure they express an appropriate level

of empathy for victims and those involved, and that their actions do not inadvertently convey a sense of disdain or disinterest for the plight of the victim for living with their abuser.

There are many potential partners for working to reduce domestic violence. Some of these are court advocates, prosecutors, clergy and organizations dedicated to the protection of victims of domestic violence. Since abuse is often cyclic, response models that seek to solve problems (rather than merely deal with the incident in isolation as a “crime report” and nothing more) are usually more successful in eliminating subsequent criminal conduct than by any other means. Progressive policing agencies also work to counsel victims and children in abusive homes (to break the cycle of violence) and to prevent domestic violence incidents through partnerships with social service agencies to conduct in-home visitation and intervention in households at the threshold of domestic violence.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Demonstrate an understanding of the laws related to domestic violence
- Assess options for referral and resolution of domestic violence incidents in conformance with law and applicable policy
- Evaluate the differences amongst victim reactions to domestic violence, including embarrassment, denial of victimization and similar actions, then respond appropriately in a given facts circumstance

### **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

The following scenario will be distributed to learning groups of four-to-six students each:

You are a patrol officer, and are assigned to a call of a possible assault at a residence. Upon arrival, you notice it is apparently quiet inside the house, so you knock on the door. A woman answers; she has redness on her right cheek that could have come from being slapped. She is obviously upset, but tells you everything is all right, and that you can not come into the residence. She says her husband is inside, and that they had a disagreement which has been resolved. She asks you to leave so she can go to bed and get some sleep.

Groups should discuss the following questions. They should come to a consensus about their options and obligations:

1. Does this scenario cause them to think there are enough facts necessary to force entry into the house?
2. What should the officer do?
3. What liability might the officer face if they make an incorrect decision?
4. What are the officer's obligations?

At the conclusion of group work, selected student leader will facilitate class work to disclose the outcomes of each group. Follow-up questions may include:

Leadership:

Making the right decision isn't always easy. Sometimes mandates do not leave much flexibility in your decision making process.

Ethical Decisions:

How might an officer use the Code of Silence in these activities? What liability does an officer face if he/she uses it? Ethics and integrity can definitely play a role in these activities. Discuss how this would affect you and the decisions you would have to make.

Community Policing:

How does domestic violence affect the community?

How does your decision make a long lasting affect on the relationships between community and law enforcement?

Time estimate: Ten minutes for group discussion; ten to twenty minutes for class dialogue

## **Activity Two**

Select student volunteers to role-play the following scenario. Select one-to-two other students to act as officers responding to the scenario:

A neighbor has reported screaming and yelling next door. Officers arrive and are met by a male adult who has a visible laceration on one shin with substantial bleeding. His wife enters the room, and officers see she appears uninjured. They tell the officers (when prompted) a very similar account to the extent that he was chasing her through the house during an argument. She said she was afraid of him, and that she tipped over a stereo speaker to slow him down, which caused his injury. After he injured himself on the speaker, they stopped arguing and comforted each other. They don't want the law enforcement in their home.

Students should work in learning (focus) groups of four-to-six each to discuss:

- What they saw and what it means
- Whether or not a crime had occurred
- If a crime occurred, who should be arrested?
- What you would tell the reporting party if asked
- What steps the officer should use to come to the most appropriate decision and actions

Groups will present their consensus findings to the larger class under the facilitation of a student leader. Issues for follow-up questions may be:

- How do legal mandates make your job easier? How do they make it harder?
- Ethics and integrity can definitely play a role; discuss how it might affect an officer in domestic violence incidents.
- How does domestic violence affect the community?
- How do a peace officer's actions affect the relationship between the community and its police?

Time estimate: Ten minutes to prepare for the role play (may be assigned for preparation during a class break); five minutes for the role play. Ten minutes for group work, followed by class discussion. Discussion time can range from ten minutes to a full hour.

## **Activity Three**

Use one of the listed scenarios as a foundation, or create one where a domestic violence incident has occurred, and officers are required to issue a temporary restraining order in compliance with law. Students will work in groups; one group member will be the

officer while a peer acts as the victim. The officer will complete the form, and then approach the instructor, who will act as the on-duty judge. The officer will present the facts of the incident and seek approval for the restraining order.

The learning activity can be completed one group at a time, or groups can simultaneously complete their application for TRO, and then contact the “judge” one at a time while others witness the conversation.

Class discussion should ensue once all officers have completed their applications for TRO’s or witnessed that activity by others. The instructor should discuss his or her impression of student performance and issues related to the application and issuance of restraining orders.

Time estimate: The victim contact should take 3-5 minutes; the application conversation with the judge should take a similar length of time. This activity can be incorporated into the work of other related activities, or staged as a stand-alone or in conjunction with other scenarios.

#### **Activity Four**

This activity may be conducted as a class research/teaching exercise. Students may be assigned individually or in groups to research “Stalking” and be prepared to teach a short segment to the class. Directions are:

The crime of stalking is noted in the media most prominently when a celebrity is harassed by an overzealous fan or other person obsessed with them. In fact, issues of persons stalking others may occur in any community, and to persons for reasons of love, jealousy, financial reasons or due to the mental state of the stalker for reasons not readily apparent to others. Take 15 minutes (individually or as a small group) to prepare a brief training segment of 2-3 minutes to present:

- The crime and its elements
- Reasons persons might be stalked
- How the court process may help persons being stalked
- What services are available to help those in stalking situations
- Options for police response to reports of stalking

Students may be selected for their training segment, which can encompass one or more of the theme areas. It may be beneficial for students to take portions of the training, and then to lead questions and answers for the class.

Time estimate: Fifteen minutes for research. Three minutes per question for a total of fifteen minutes. Ten to twenty minutes for class discussion, questions or to capitalize on teachable moments from comments by students.

### **Homework Assignment**

Students should be assigned to stop at a local police agency and ask for a set of forms used by that agency in domestic violence calls. If possible, students should ask to talk with an officer about how the forms are used, and any issues related to their use that are relevant to the student's learning experience. Students should bring the forms to class for subsequent sessions. The forms may be posted, or students may be assigned to report on their findings. This assignment moves the student from the class environment to the real world, allows them to see and read forms in use in their area, and also gives them a chance to discuss the subject with a field practitioner.

If a report is written, this activity may be facilitated in concert with the academy's LD18 (Investigative Report Writing) staff as a means of providing a level of relevance to students in this topic area. In this protocol, written work is cooperatively assessed by the lead instructor in this LD as well as LD18 staff.

### **Application**

Peace officers have the first, and primary, responsibility for intervening into incidents of suspected domestic violence and resolving them in conformance with applicable law and local policy. Students should be aware of the officer safety challenges present in situations where persons in an intimate relationship are involved in a domestic violence incident, and also of the reluctance of some victims to pursue prosecution due to their fear of retribution or loss of that relationship. Peace officers should also be aware of the resources in their local community, forms that have been prepared by their agency and area social service organizations

### **Resources**

- Courts
- Social Service agencies in the area
- Police agencies in the area
- Private organizations dedicated to the resolution of family violence
- The CA Attorney General's Office ([www.caag.state.ca.us](http://www.caag.state.ca.us)) where family violence resources have been developed
- Agency policies and procedures related to domestic violence
- Training and Testing Specifications for Peace Officer Basic Courses, LD25; Learning Activities for LECP
- POST LEOKA Report (available at [www.lp.post.ca.gov](http://www.lp.post.ca.gov))

- *Search Warrants: Where, What, Why*; Melvin Vyborney, Anaheim Police Department; [mvyborney@aol.com](mailto:mvyborney@aol.com) (no cost tool for writing warrants)
- *Specialized Investigator Basic Course*; LD 63, Computer and Computer Crimes

Note: LD 16 and LD 30 have related content. Instructors may wish to add a learning activity related to writing a search warrant in one or more of these domains.



## **Learning Domain 26: Unusual Occurrences**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 26: *Unusual Occurrences*

### **Introduction**

Learning Domain 26 introduces the student to the roles and responsibilities of peace officers responding to unusual occurrences. Students learn about the need to identify the situation and to respond rapidly, safely and effectively. This learning domain also covers specific incidents and the risks they present, including fires and explosions, aircraft crashes, electrical power outages, hazardous road conditions, traffic device malfunctions, gas leaks, floods, animal control problems and earthquakes.

An unusual occurrence is one that happens infrequently; is large in scale; involves potential property damage, injury or death; requires a multi-dimensional response; and has a devastating impact on the community. Two key leadership components of any unusual occurrence are incident command and teamwork. Active learning opportunities are the best way to learn the ways in which police, fire, emergency services, medical and other government entities cooperate to resolve incidents requiring their combined work.

An unusual occurrence is often chaotic. The primary nature of the police role is to respond to the event, prevent harm and return the community to peace and tranquility. A dilemma can emerge when personal and family concerns conflict with the organizational and community needs.

### **Learning Outcomes**

At the end of these learning activities, the student will be able to:

- Demonstrate an understanding of the conflict between personal needs and professional obligations in unusual occurrences
- Analyze the competing needs of members of the community and apply appropriate policy, legal and Incident Command considerations to resolve those needs

## Activities

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

The following activities may be staged individually, or learning groups of student may be assigned to research and present their findings on events separately. Instructors may assign the scenario as a homework task, and may elect to provide training or direct students to Incident Command resources as a part of their preparation. Options for presentation are:

- Assigned roles in an ICS simulation in the given scenario. The instructor may add factors for group work as the scenario unfolds, or have student leaders facilitate discussion and dialogue with the class at the conclusion of any learning activity
- An assigned learning activity or similar training block created and delivered by students to their peers
- Research to locate a scenario consistent with the assigned theme, then a learning activity to assess the actual performance of those involved
- Concept presentations by student groups, including the setting of the problem, options for resolution, resources needed to resolve the incident at hand and specific actions they would take to accomplish their desired outcomes
- Groups could work simultaneously on one of the listed problems, then conduct their training in a serial fashion in the class setting

### Scenarios

1. You are a patrol officer or deputy in a suburban community. You live in a neighboring jurisdiction, with a commute of about 15 minutes. In the early afternoon, your region experiences a significant earthquake that is initially estimated at 6.8 on the Richter scale. Your community loses power in a number

of areas, cell sites are jammed, which limits any mobile phone contact. You are married, and your spouse and two children are probably at school or home, but you cannot establish contact with them. You know there are needs locally, but want to take a few minutes to drive home to ensure your residence is stable, and that your family is safe. Once you determine that, you know you can work for hours without being distracted by this overriding concern.

2. You are a day shift supervisor. At about 1430 hours, you are monitoring the police radio when you hear there are multiple reports of a traffic collision between a speeding vehicle and an unknown number of school children walking home. Subsequent reports indicate up to twenty children are injured, with two probable fatalities. The driver is on scene, and witnesses say a number of other children are uninjured, but are significantly traumatized. Your available field staffing is quickly committed to the call, even as other calls for service continue to come in.
3. You are assigned to a congested urban area. Recent events have caused a spike in gasoline prices, and the media has begun to report rumors that all gas sales will be stopped for up to three days due to breakdowns in the refinery and transportation network in the fuel industry. Several local gas stations have started to raise their prices, and lines have quickly formed at most of them. You respond to a radio call from a frantic gas station operator who advises you about persons fighting in line, and of threats against his employees if they stop selling fuel. He is worried because he has not received a shipment today, and will run out of fuel in about two hours. You can see there are more than thirty cars in line, and that many drivers appear agitated.
4. It is the holiday season, and you are working the late night shift. Significant rainfall has been forecast, and the fact that rain has been sparse for months means drainage lines are probably clogged with debris. Shortly after you start your shift, it begins to rain heavily. It is a Friday night, and a good number of your peers are planning to leave on vacation that weekend. Within hours, flooding is reported on many residential streets and in some intersections. Shortly thereafter, reports of flooding in a senior housing complex are reported. The parking lots are not passable, although homes have yet to be broached by the rising water.
5. Two of your local high schools are long-time sports rivals. The week leading up to their annual football game has been tense, with a number of fights and incidents of vandalism having been reported. On the night of the game, parking in the area of the host school is congested. You are one of six officers assigned to

the game, and you see the crowd on both sides of the field is unruly. Late in the fourth quarter, a controversial call by an official turns the ball over to the visiting team. This call means the home team will probably lose the game, which prompts many to start throwing debris onto the field. Pleas from the game announcer have no effect, and voices in the crowd begin to intensify. The officers' present call for help, but before any can arrive; fans begin to spill out onto the field from both sides and start to fight.

6. You are a division commander of a rural police department of about 50 sworn officers. You have a major highway bisecting the community, and a north-south train corridor along one edge of the city. Late one afternoon, you monitor reports of a train derailment near town, with subsequent reports from your fire department of possible leaking fumes from several of the tank cars. Subsequent reports indicate the fumes are toxic and that the wind direction may or may not push the fumes towards one of your neighborhoods.

### **Homework Assignment (Optional)**

Students will be assigned to meet and discuss plans for a natural disaster response with their families. Students should share with their families what their roles and responsibilities as a peace officer will be in case of such an event. If desired, students will complete a home emergency action plan and share their plans with other students as a means of enhancing group understanding of the potential personal and community impact of unusual occurrences.

### **Time Estimate**

The time for these activities can vary tremendously depending on the level of research desired, whether or not ICS training is a part of instruction, how much time would be devoted to role-play opportunities, etc. Instructors are strongly encouraged to minimize lecture or memorization in favor of active learning, especially in areas where students encounter ethical conflicts, competing needs and the inevitable clash of personal versus profession concerns of those involved.

### **Comprehensive Questions**

Students may anticipate learning activities and instruction regarding terrorism and other similar incidents. Instructors may include assignments in that realm, but should stress that man-made events necessitating a large scale response are similar in many ways to natural disasters or accidents requiring a similar level of response. It may be fruitful to compare and contrast the differences between crimes and terrorist acts committed and acts of nature.

### **Application**

As noted in the introduction, the high risk, low frequency events are ones where peace officers must train and prepare for the unthinkable as well as being aware of the resources and agencies available for cooperative response during unusual occurrences.

### **Resources**

- Incident Command resources
- State OES ([www.oes.ca.gov](http://www.oes.ca.gov))
- FEMA ([www.fema.gov](http://www.fema.gov))
- Department of Homeland Security ([www.dhs.gov](http://www.dhs.gov))



## **Learning Domain 27: Missing Persons**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 4: *Victimology*
- LD 27: *Missing Persons*
- LD 30: *Preliminary Investigations*

### **Introduction**

Locating missing persons can be one of the greatest services law enforcement can provide to the community. It is imperative, therefore, that students understand the importance of this service and recognize how responsive and professional behavior will enhance the impact of their work.

Conducting a thorough investigation requires attention to detail, commitment and effective communication. In the case of missing persons, these skills are the foundation from which a peace officer will also be able to give comfort to the family and loved ones of a missing person at a time when they may feel most vulnerable.

Whereas in previous years, missing persons calls were not normally given prompt attention, history has shown the best way to resolve incidents of this type is to respond quickly, to investigate the report thoroughly and to take every reasonable step to locate the reported missing person as expeditiously as possible. In cases where the report seems lacking, or where the reported missing person is an adult with no facts leading one to think there may be foul play, it is also important not to let a lack of facts or personal impressions slow the speed or depth of the police investigation. In cases where children are missing, or where the capabilities or emotional state of the person, or where the circumstances of the disappearance seem suspicious, the initial information received by the reporting person should lead the peace officer to quickly work from the information provided to establish whether or not a crime occurred, and assess if there is anything the police can do to ensure the safety of the person missing.

The loss of a loved one is a traumatic experience to the family, even if the loss is short-lived. Peace officers play an important role in missing person's cases. They are the first

responders, and often are the key to help locate the person. They are also a significant source of comfort for community members who are suffering during the investigation into the disappearance. As in many situations where peace officers are called upon to help community members in a crisis, sensitivity and a kind word go a long way. It doesn't take much time or effort; it does take caring. Professional policing is both about action and caring.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Demonstrate an understanding of the professional behaviors and obligations in missing persons cases
- Display skills and behaviors such as commitment, public trust, empathy and professionalism when confronted with a facts circumstance where a person is reported missing
- Evaluate and select a course of action that appropriately uses resources associated with missing person incidents
- Identify the available resources in the community and the department when confronted by a missing person incident

## **Activities**

### **Activity One**

A student leader should have adequate time to prepare, and then to facilitate a classroom discussion regarding the importance for peace officers to recognize and protect the dignity and privacy rights of missing persons, family members and others involved in a reported missing person incident. The facilitator may use interim group work to answer questions, and then explore legal obligations and constraints, and to pose "what if" questions such as "What if the missing person needed medication daily to survive? What resources or methods could be used to communicate this need to the public to assist in locating them?"

The class discussion will take from 10 minutes up to 30 minutes depending on the depth of understanding desired by the instructor.

### **Activity Two**

It is important to ensure students understand the partnerships between policing agencies and organizations in the community that can help prevent or resolve missing person occurrences and to aid to those in need.

This activity may be staged as one where student groups of four-to-six are assigned a particular aspect of missing persons incidents for research and presentation to the class, or as an in-class group activity with subsequent large-class facilitated dialogue.

If conducted as a research activity, groups should be assigned to research one or more of the following:

1. What resources are available in the local community to help advertise the identity of a reported missing person?
2. What resources are available to help search a residential area for the missing person?
3. What considerations should the police have in a case of a reported missing child under the age of ten years old?
4. What resources are available to search for missing persons in rough terrain, including water and sewer systems?
5. What resources are available to give support to the families of persons reporting a missing person?
6. What resources are available to provide sustained support for those searching for a missing person?
7. What is the role and resources of the National Center for Missing and Exploited Children in missing child cases?

In larger classes, groups may be assigned one question each. If conducted as a class exercise, groups may be broken out to conduct brainstorming and come to a consensus regarding the topic. Group work will take from 15 to 45 minutes depending on the activity being used in-class versus independent research. This activity is also suited for teaching/presentations by individual students and for students to facilitate class dialogue.

### **Activity Three**

Divide the class into three groups. Have group one prepare a list of at least 10 services or partnerships within the community that could be utilized as preventative resources (e.g. “Danger Stranger” programs, at risk counseling etc.) for missing persons. Have group two do the same thing for “in-progress” resources (e.g. search dogs, etc.) and group three for post-incident resources (e.g. counseling resources).

Have each group present their list to the class with a brief explanation and justification. At the end of each presentation, allow the other groups an opportunity to add services or partnerships to each list to form a class resource for later use in class and in the field.

In this activity, an emphasis should be placed upon the development of the partnerships between the citizenry and department to resolve law enforcement issues confronting the community. The time to conduct this activity is about ten minutes for group work, then an added 10-15 minutes for presentation and discussion.

#### **Activity Four**

This activity should be staged as a real-time scenario. Students will play the roles of a parent reporting a missing teen, officers responding to the report, and of the scene supervisor in charge of the police response. The first scene would be the report of the missing person, with officers receiving information that the teen has not been seen for several hours, was last seen at school, that his or her friends do not know their whereabouts, and that they often walk home from school. The officers will then meet with the sergeant and plan the response they intend to deploy to resolve this report. Instructors may wish to add facts or allow the scene to unfold and expand the circumstances of the incident as role players progress through the call.

In this activity, the instructor may wish to “hot swap” role players, selecting random class members to step into their assigned roles and continue where the last student left off. The immediacy of this swapping of students will add to the intensity and attentiveness of students as the scene unfolds.

The incident may be resolved within 5-10 minutes, or can take an entire class period. As an option, the instructor may elect to stop the scene at any time and ask for class input, or to assign groups to develop a list of what they would do if they were in the officer's or sergeant's shoes.

#### **Homework Assignment (Optional)**

Have each student write a one-page paper answering the following question:  
If your child or dependent adult were missing, what would be your expectation of law enforcement's responsiveness and service to you?

The written responses from the homework may be used as a foundation for class discussion or posting of completed papers. It may also be used in conjunction with the student's LD18 (Investigative Report Writing) instructor to assess and enhance their written skills in this content area.

#### **Time Estimate**

As noted in each exercise.

## **Comprehensive Questions**

Some of the more strategic questions may be:

- How does a peace officer balance an individual's right to privacy against that of his or her family members who may be concerned about their whereabouts?
- What impact does age and ability have on the scope and intensity of the police response to reports of missing persons?
- Why did the police in previous years ask families to wait 24 hours before they could report an adult as a missing person?
- What are the legal obligations of a peace officer when a missing person is reported to them?

## **Application**

Missing persons calls inevitably have unique characteristics, even amongst those where the person reported missing is similar in age or background to calls handled by the same officer in previous instances. Most commonly, persons reported missing are found unharmed and with no indication of foul play. Miscommunication amongst family members, domestic disputes, distractions and parent-teen conflict can all be reasons why persons might be reported missing. In some instances, however, there are indications of criminal activity, or the age or capability of the reported missing person indicates they would not be safe until reunited with family or another care-giver.

In all instances, the police have an obligation to investigate the report thoroughly, and to resolve the call by discerning the true nature of the incident and appropriately reuniting the person with their loved ones. In cases where children, dependent adults or others who may be more vulnerable than others to harm are reported missing, the police have an obligation to use any and all resources available to sustain an effort until the person is located. Officers must also consider what may and may not be a crime scene, and to consider what steps might be necessary to discern concerned party from possible suspect of an unreported crime. The investigation of missing persons requires empathy and responsiveness while also requiring the officer or deputy to be diligent regarding the full extent of their legal obligations.

## **Resources**

- The National Center for Missing and Exploited Children ([www.missingkids.com](http://www.missingkids.com))
- County Social Services
- Public and private counseling organizations



## **Learning Domain 28: Traffic Enforcement**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community (especially Chapter 2 on Communication)*
- LD 22: *Vehicle Pullovers*
- LD 28: *Traffic Enforcement*

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. This block of instruction covers laws related to traffic and traffic law enforcement, the storage and impounding of vehicles and procedures governing arrest, citation, and release of persons and property. Students will learn the skills necessary to effectively direct and control traffic and recognize violations of commonly enforced traffic laws. This block also instructs students regarding the enforcement of laws prohibiting driving while under the influence of alcohol or other substances.

The primary goal of traffic enforcement is to enhance the safety of the motoring public and those affected by the use of vehicles and other modes of transportation. Secondly, traffic enforcement reduces damage to vehicles and property, eases the potential for congestion on roadways, assists the traffic engineering process and educates the public so they may engage in actions that enhance traffic safety.

Although agencies commonly deploy motor units to specialize in traffic enforcement, the patrol officer is most normally the only 24-hour presence for safety on our streets and highways. The presence of marked patrol units has a deterrent effect on potential traffic violators, and efforts to enforce traffic laws in the evening hours serves to prevent what are often the most serious collisions. Traffic enforcement is also one of the most prevalent ways a peace officer detects criminal activity on his or her beat. The vast majority of those committing crimes do so via use of a vehicle, so traffic enforcement not only deters bad drivers, but protects the entire community from acts that could threaten their lives and safety.

Peace officers should be mindful that some may view the nature of their actions in traffic enforcement as using discretion to selectively enforce laws against

those who “deserve it” or who “don’t fit in.” Issues and accusations of profiling drivers for added enforcement or scrutiny are important to understand for a number of reasons. Officers and deputies should ensure their conduct is not susceptible to misinterpretation, that a person voicing such an accusation may be doing so because that is what they have heard or seen in the media and other sources and that some in the community may initially see any actions by the police as inappropriate until and unless accurate information is provided to them.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Identify ethical dilemmas associated with stopping citizenry to issue traffic citations
- Describe the impact traffic law enforcement activities have on the community.
- Evaluate and select an appropriate course of action when presented with a facts circumstance involving the operation of a vehicle while under the influence of alcohol or another substance
- Demonstrate an understanding of possible community misperceptions regarding police conduct and profiling individuals due to their appearance, age or other related factors

## **Activities**

### **Activity One**

This activity will stress that with the authority given to them as peace officers there is a responsibility to ensure they do not violate that trust.

Set up two sets of chairs in the classroom in a manner that would represent a patrol car and a subject vehicle to be stopped for a violation. One student will be the driver officer while a second student acts as the passenger officer. The driver is an FTO, and the passenger is a relatively new academy graduate in his or her second phase of field training. A third student will act as the driver of the subject vehicle.

The setting of the scenario is that the FTO simulates driving on routine patrol when he or she tells their trainee they are about to initiate a traffic stop on the car they are following. Once the cars are stopped, the FTO approaches the driver and asks for the driver's license, registration and evidence of insurance. From this point, there are several options:

- The driver becomes agitated and demands the reason the officer stopped him. The FTO refuses to tell the driver anything unless the driver first identifies themselves
- The FTO asks for identifying information and the driver complies, but then asks why they were stopped. The FTO responds that he or she thought the driver looked like an old friend, and that the FTO just stopped them to determine if that was the case
- The driver asks if there is “anything they can do” to not receive a citation. The driver may offer money, other considerations, a date or other means appropriate to the circumstance
- The driver tells the FTO he or she knows the chief of police, and that the officer will “get into trouble” if they write a citation. The FTO’s reaction may range from derisive to hostile; the intent of this scenario is to assess when it is appropriate for a partner officer to step in to an emotionally charged setting
- Any other scenario the instructor may wish to insert to reflect an ethical dimension into the setting and create an action quandary for the trainee

If desired, the instructor may use a “hot seat” variant of this activity, which would entail selecting students to take the place of one or more of the role players at appropriate junctures of the scenario. This option would enhance attentiveness by audience members and allow more students to feel the stress of the incident first-hand.

At the conclusion of the scenario, student leaders should facilitate a brief class discussion about the incident and its resolution. Possible questions may be:

1. How did the FTO handle the situation?
2. What was inappropriate about the FTO’s actions?
3. What impact could the FTO’s behavior have on:
  - a. The violator/non-violator
  - b. The community
  - c. Law enforcement
4. What options did the trainee have regarding their conduct at the scene?
5. At what point should a trainee (or any other officer) step in during a contact with a member of the community
6. Under what circumstances should the trainee report the actions of their FTO to a supervisor?

## **Activity Two**

The instructor will distribute or brief the following activity:

“An area where officers may exercise broad discretion is in the issuance of traffic citations. Many peace officers seem to have a “personal system” to choose who may or may not receive a citation as a result of their driving actions. Some officers mention the attitude of the driver; some talk about giving a break to someone in need; yet others will say they never cite clergy, pregnant women or members of the military. What factors should be considered when considering a warning versus a citation when in contact with a traffic violator?”

Students should work individually for 2-3 minutes to write out their personal considerations, and then work in pairs to share their thoughts and findings. They should then work in groups of 4-6 to share their findings and chart a listing of the group's considerations. The charts may then be posted for inspection by the entire class or used for subsequent discussion. If missed by groups, instructors should ensure they can articulate an understanding of the “letter of the law” versus the “spirit of the law” in this and many other areas of their work in the field.

## **Activity Three**

Have the students work in learning groups of 4-6 per group. A student leader will present the following question series to the class. Group members will record their responses individually, and then work as a group to come to a consensus regarding their options at the conclusion of the presentation. The presentation series is:

- You are working a patrol assignment with a regular partner officer. Your partner is going through a divorce and you know she or he is having financial problems. You notice his or her car has expired registration tabs. Is it your responsibility to say something?
- Is this a serious issue?

Shortly thereafter, your partner arrives at work with current tabs on the car. You hear a rumor in the locker room that the tabs do not belong to that vehicle. You are curious and you run his car tabs to check. The tabs come back to a car your partner stopped last week.

- What are the legal and ethical issues involved?
- What should you do?
- Do you have to do anything?
- What are the possible negative and positive consequences of your actions and your partner's actions for you, your department and your partner?

Groups should work for ten minutes to share their findings and come to a consensus regarding the options the officer has for action. The class should then re-form, and a student leader should facilitate a discussion to surface the class's findings. Possible questions for discussion are:

1. What are the pros and cons of actions considered?
2. Who are the stakeholders involved in the tardy registration and possible fraud?
3. Does the partner's conduct create ethical dilemmas for the officer?
4. How does the conduct and attitude of the police affect the community, the department and the officer?

### **Homework Assignment (Optional)**

Assign the students a two-page memorandum on the following:

Imagine that family members advise you they were stopped for driving under the influence. They admit to you they were in fact very drunk and could not drive safely. An officer from your agency stopped them, but let them drive away from the scene without being arrested after the family member disclosed their relationship to you. They provide you with the name of the officer, who has worked with you extensively in the past. You are good friends, and your family has even vacationed with them on a couple occasions.

Describe how you feel upon hearing this account. What are your options in this situation? What should you tell your family member? What are the ethical issues involved for you, the officer and your community?

This assignment may be completed with the assistance of the LD18 (Investigative Report Writing) instructor as a means of connecting work in this content block with the written skills necessary to perform these tasks in the real world.

### **Time Estimate**

The activities noted may take as short as 10-15 minutes to complete (the role play scenario may be run in different segments throughout the class session, with 10-15 minutes per segment). Each scenario may also be extended for group work, individual reflection and student teaching opportunities to take a full class hour.

### **Comprehensive Questions**

As noted in each activity under possible question topics.

### **Application**

Traffic safety and the enforcement of traffic laws is one of the most visible and prominent activities of the police profession. It may also be the most common means by which individuals in the community come into personal contact with an officer or deputy. Peace officers should remain mindful of the emotions and impact of their work in this area, and also of the fact that the misuse of vehicles results in more deaths each year than violent crime. The actions of the police to appropriately enforce traffic laws has an impact on protecting lives and property, and also on general perceptions of community safety by seeing the police visibly acting in an official capacity.

### **Resources**

- The CA Vehicle Code
- Peace Officer's Legal Sourcebook ([www.copware.com](http://www.copware.com))
- Quick reference guides to enforcement sections of the Vehicle Code and other codes related to traffic safety and vehicle equipment
- Training and Testing Specifications for Peace Officer Basic Courses, LD28; Learning Activities for LECP

## **Learning Domain 29: Traffic Accident Investigation**

### **Prerequisites**

The students shall either have been instructed in or had the opportunity to study the following workbooks:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 29: *Traffic Accident Investigation*
- First responder training is recommended

### **Introduction**

In this block of instruction, students learn to differentiate between traffic collisions and non-traffic collisions and to accurately determine the events and factors associated with the event under police examination. Understanding the nature of statements, evidence and related information is critical to the successful investigation of collisions, as is the ability to competently document the circumstances of the incident.

Traffic collision reports are used routinely in civil and criminal proceedings. They are examined and scrutinized by prosecutors, defense attorneys, civil attorneys, traffic engineers, and collision reconstruction experts. It is a peace officer's responsibility to conduct a thorough investigation and to write a complete report.

An officer should never knowingly misrepresent the evidence in an accident. Even though you may know the parties involved in the traffic collision, you cannot cover up fault, hide evidence, or lie on the report. You must investigate any traffic collision that requires investigation. Peace officers are responsible for investigating traffic collisions involving all city/county vehicles, including those operated by fire departments and law enforcement agencies. The integrity of these investigations affects the trust the community has in its peace officers. A peace officer may be called on to investigate a collision in which another officer is involved. The public expects an impartial, unbiased and professional investigation in the case of all traffic collisions, including those involving city/county vehicles.

Traffic collisions can mean a temporary loss of transportation, loss of employment, loss of physical health or loss of life. The economic loss to the community due to traffic collisions exceeds the loss due to property crimes such as burglary, robbery and theft. Traffic collisions also impact our insurance rates. Peace officers investigate collisions

to help community members sort out the liability for loss, provide sanctions to offenders, provide the foundation for traffic safety programs, collect data for traffic enforcement, and provide information to traffic planners and engineers. Traffic is a major responsibility of law enforcement and a major concern of the community.

### **Learning Outcome**

At the conclusion of these learning activities, the student will be able to:

- Identify the proper means to manage collision scenes where there are significant injuries or fatalities
- Demonstrate an understanding of the various uses of collision reports and the need to include information relevant to each of those needs.

### **Activities**

The following learning activities require each student to actively participate and understand the necessity for ethical conduct and leadership skills when dealing with unpleasant situations in law enforcement.

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

Selected students will role-play an activity where an officer receives a call concerning a traffic collision that has just occurred. The information received in the call is that medical aid is en route and the collision involves a vehicle versus a pedestrian, who is reported to be a four-year-old child. Witnesses report the child has received major injuries to his leg. The officer assigned to the call has two small children, and is not completely comfortable with the sight of blood (the role player may wish to “think out loud” to convey that understanding to others). The officer is relatively close to the

scene, but chooses to pull over and wait for a few minutes in order to ensure medical aid will arrive on scene first.

At the conclusion of the scenario, students will break into learning groups of 4-6 students, and then take 7-10 minutes to discuss and chart:

1. What are the roles and responsibilities of a peace officer responding to traffic collisions?
2. What options does the officer have regarding the separation of their personal feelings from the professional obligations of this situation?
3. If you were the officer's supervisor, how would you deal with the officer in this incident after you were made aware of what had transpired?
4. How would community members react upon learning this incident had occurred?

At the end of the group discussion time, selected student leaders will facilitate a class discussion of the group work and their findings. Options for this discussion are to have groups present their findings one at a time, to solicit general questions from any class member, or to ask one question per group and have them answer only to that portion of the topic.

### **Activity Two**

Assign students to research the issue of insurance fraud in collisions, and to locate information about the state of the issue, recent events, legal issues involved and to list possible or probable reasons persons might fraudulently report damage to their vehicles.

In class, the discussion of this concept may take place in the form of:

- Role-plays by groups demonstrating incidents peace officers might encounter when investigating a collision (including the reporting of old damage as having occurred in the collision, denying culpability for damage to a car owned, "switching" drivers to avoid prosecution for a person already under sanction for their previous driving conduct, etc.)
- Scenarios read in small groups, with subsequent work to uncover the facts of the incident, the causal factors and options for police response or action
- Video incidents (done in short sequences) to elicit information similar to that for read scenarios
- Staged "collisions" where students take turns conducting investigations. The facts of the collision are not known in advance, and information will only be gained through the application of learned concepts. Instructors can vary scenarios to include criminal conduct, sympathetic drivers, fraud conduct, etc.

### **Activity Three**

Have a select group of students research the issue of staged collisions for teaching with the class. After an appropriate research and preparation time, students will select the specific teaching methodology, advise the instructor and class of their intended outcomes, and then engage the class in a learning activity regarding staged collisions. The activity may be one similar to that listed above, or can be one created by the group. The focus for the teaching group should be to ensure students learn the elements and issues involved in staged collisions, and that the activity will engage the student learners (and not be in the form of lecture, Power Point or other passive medium).

### **Homework Assignment (Optional)**

Instruct the students to write a research memorandum on their department's policy on traffic accidents involving on and off-duty peace officers. The memo may be written in conjunction with the academy's report writing instructor, where both content and written communications skills may be assessed. The homework may also be used as the content component of other activities listed in this guide.

### **Time Estimate**

As noted in each learning activity

### **Comprehensive Questions**

As noted in each learning activity

### **Application**

Some members of municipal police agencies or sheriff's departments may misperceive that traffic collisions are merely the duty of a select few in their organization, or of the Highway Patrol. In fact, more persons are killed each year in driving incidents than from violent crime, and the investigation of these incidents warrants the same attention to detail and thoroughness as is desired for any other criminal incident. Understanding the possible emotional responses to serious collisions is necessary to ensure peace officers can complete their duties in a professional manner. Additionally, understanding the possible criminal issues to collisions (whether they be violations of the Vehicle Code or other fraudulent actions) is a competency all peace officers should possess.

### **Resources**

- CA Vehicle Code
- Peace Officer's Legal Sourcebook
- CA SWITRS (Statewide Integrated Traffic Records Systems) report
- Auto insurance companies, especially written documents and their fraud investigators

## **Learning Domain 30: Preliminary Investigations**

### **Prerequisites**

Prior to training in this Learning Domain, the student shall either have received instruction or had the opportunity to study workbooks in:

- LD3: *Policing in the Community*
- LD4: *Victimology*
- LD10: *Sex Crimes*; and,
- LD30: *Preliminary Investigations*

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. One of the core functions of a peace officer is the detection, investigation and resolution of a criminal incident. Regardless of the gravity of the crime, the outcome will almost certainly be impacted (for better or worse) by the quality of the initial investigation completed by the first responding deputy or officer. Information, evidence and other lead developed or documented by the initial field investigator create the foundation for quality follow-up by detectives, evaluation of the case by prosecutors and a presentation of evidence and testimony in court that will withstand challenges due to its completeness. On the other hand, preliminary investigations completed without critical information, lacking the depth and quality necessary for others to work from, or done in a “pro forma” manner because it’s “just another burglary/petty theft/routine crime” defeats the ability of the police to fulfill their obligation to protect the public and create a community with a quality of life desired by all.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Apply appropriate investigative techniques when presented with a criminal incident requiring a police investigation
- Analyze learning from previous similar criminal incidents, synthesize information from known facts and apply investigative techniques when presented with novel circumstances when responding to a criminal incident.
- Evaluate the effectiveness of their actions from the perspective of a community member seeking an investigation and resolution to their crime or similar incident.

## Activities

The activities in this Learning Domain consist of two class scenarios and one homework assignment. Each assignment may be altered to capitalize on local issues or current events to maximize the learning and retention of students. Instructors are encouraged to keep their material fresh by continuously assessing trends and events in their region or in the profession that may impact the work of students in class and in the real world after the academy and field training experience.

### Activity One

Facilitate a class dialogue based on the following scenario (read scenario to the class; hand out scenario in written form and break the class into learning groups of 4-6 students each if desired):

“You are a new officer in a single-officer patrol car. You respond as a back-up officer with a senior officer to a call of a burglary at an apartment in a multi-unit housing complex. The victim tells both of you she was on vacation for the past week, and that she returned to find her apartment had been entered. The only item apparently missing was a digital camera, although she tells you the apartment handyman had told her a few weeks ago that some of the apartments had suffered break-ins, and that she should be sure to lock her doors and windows at night. The victim notes that some items in the apartment had been moved, and that the thief had rifled her dresser.

The senior officer tells the victim there's not much the police can do, and that these minor crimes happen all the time. He confirms she has insurance, and says that's what it's for. He assures her there won't be any usable fingerprints on the moved items due to their rough surfaces, and that, with no witnesses, there is no chance the department would be able to solve the crime. He tells her to call if she finds anything else amiss, and that she will receive a postcard in a few days advising the case number so she can file a claim with her insurance company. The victim doesn't seem too happy, so the officer finishes their conversation by explaining how the department has to prioritize crimes and devote time and energy to those with a reasonable chance of being solved.”

Once the scenario has been read, assign groups to either defend the senior officer's actions or critique them for mistakes (e.g., if a class of 15-25, break into two-four groups; classes of 30-50, consider breaking into 2-3 groups on each side of the issue, etc.). Each group will select a spokesperson and a scribe to keep notes of the group's

work (and prepare flipchart visuals if desired by the instructor). The groups will be assigned to:

- Defend their perspective.
- Articulate reasons to support the group's assigned perspective, including a justification of any ethical issues present in the scenario.
- Identify the stakeholders in this incident, and the expectations of each stakeholder group with regard to the conduct of the officers.

Each group will have 3-4 minutes to make their presentation, followed by a class critique and facilitated discussion of the scenario.

For those groups supporting, the instructor should consider follow-up questions such as:

- The officer responds to a supervisor who has told him the victim called to complain that more wasn't done. What should he say?
- The apartment manager called to ask what they should tell their residents about the series of break-ins. What do we say?
- Detectives called to see if there was any more info or evidence, since they have a serial burglar they fear might become sexually assaultive if a female victim is at home (based on the thief rifling through underwear drawers in three other cases).

For groups critical of the officer's actions, consider questions such as:

- Why did the officer minimize the significance of the crime?
- Wasn't his explanation of how the police prioritize and work cases the most honest thing he could tell a victim?
- If you, as the back-up officer, don't agree with the actions of a primary investigating officer, what do you do to intervene or report his or her actions?

For all groups, the scenario works well for "what if..." questions (e.g., What if the suspect committed an assault the next night? What liability do the department and the officer have for that crime?). Consider having groups compose a response letter to a complaint from the community member regarding the incident as either homework or for subsequent class discussion.

### **Activity Two**

Similar to the first scenario, except the primary officer elects to call out detectives. You, as a newer officer, ask what facts made him decide to call detectives, and he says "nothing in particular; those jerks always gripe about not getting enough information from us, so I thought they'd enjoy being out here at 3:00 in the morning with us to remind them of how much fun this work is." Group work for this scenario would be

split along the same lines, with the focus now of what is, and is not, the appropriate quality of work desired from officers and deputies charged with the preliminary investigation of crimes. Relevant areas of group study might be:

- How do you, as a field investigator, decide what to do, and what not to do, when presented with a crime?
- Why is it important to conduct a quality field investigation (stakeholders, officer's reputation, agency liability, community confidence, solving crimes, etc.)?
- How should you deal with detectives or others who seem critical of the work of patrol officers?
- What impact does a preliminary investigation with mistakes or facts left out have on the deputy's subsequent court testimony?
- How do you balance the desire to do a quality preliminary investigation with the reality of calls being stacked that also need your response and attention?

### **Activity Three:**

Using a scenario developed by the instructor (or refer to one or more of the learning activities in this and other learning domains), have students work in groups of 4-6 to write a search warrant. The specifics of forms should be used and submission process should conform to local policies and requirements.

The instructor and other staff members may elect to play the role of judge or Deputy District Attorney in an activity where students:

- View or interact in a facts circumstance leading to the need to obtain a search warrant
- Work in groups to prepare the warrant. Note: The instructor may provide pre-leading or instruction prior to the learning activity regarding search warrants
- Meet with the judge or Deputy District Attorney and apply for the warrant

The process should continue until all groups have met with the granting authority and have completed an acceptable search warrant.

### **Homework assignment** (optional exercise):

Students should be assigned to write a report of one page maximum concerning a crime where they, or an acquaintance, were the victim of the crime (it can be a crime of any type, including traffic crimes). The incident must have been investigated by the police or sheriff's agency where the incident occurred. Students should write about the victim's perceptions regarding how the officer or deputy handled the case, and how they felt about being victimized. The reports may be used in class as a foundation for a

discussion about how the victim's perceptions and sense of vulnerability impacts the officer's work to investigate the crime.

### **Time Estimate**

Three to four minutes to read the scenario, 15 minutes for group work, 3-5 minutes for group presentations, then time for critique and facilitated dialogue at the instructor's discretion. Total time for work with the scenarios will take between 45-60 minutes.

The homework exercise may work best if reports are given to small groups to synopsise regarding relevant details. This will allow students to critique content as well as writing style.

### **Comprehensive Questions**

The questions listed in each scenario should provide appropriate starting points for class discussion and issue resolution. The instructor's emphasis should be to move the student's from mere knowledge and application of technique to an analysis of facts, synthesis of information and adaptation of their knowledge to resolve new or evolving incidents. Questions may be similar to:

- What examples can you find to...?
- How would you organize what you know in a way that would help you show...?
- How would you summarize...?
- How is \_\_\_\_\_ related to...?
- How would you improve...?
- What would you recommend for...?
- How would you prioritize...?

### **Application**

Students should readily recognize the applicability of this Learning Domain on their duties as peace officers. Investigating criminal incidents is a function the student will encounter in field, court, correctional and administrative settings. The student's motivation to learn "what to do" should be very high. The instructor wants to ensure the student's motivation to learn how their work affects the work of others and the student's professional reputation may need attention by the instructor to enhance retention in this area.

### **Resources**

Possible handouts by the instructor may include:

- Strategies to intervene into the conduct of other officers that is both ethical and effective

- Strategies or processes to form a sequence of steps to conduct a quality preliminary investigation
- Protocol for summoning added help at a crime scene (evidence collection, detectives, supervisory personnel, etc.)
- Policies or procedures for completing a preliminary investigation that will withstand scrutiny by the prosecutor or defense in court
- Training and Testing Specifications for Peace Officer Basic Courses, LD30; Learning Activities for LECP
- *Search Warrants: Where, What, Why*; Melvin Vyborney, Anaheim Police Department; [mvyborney@aol.com](mailto:mvyborney@aol.com) (no cost tool for writing warrants)
- *Specialized Investigator Basic Course*; LD 63, Computer and Computer Crimes

Note: LD 16 and LD 25 have related content. Instructors may wish to add a learning activity related to writing a search warrant in one or more of these domains.

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## **Learning Domain 31: Custody**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*, and
- LD 31: *Custody*

### **Introduction**

This Learning Domain presents concepts related to the peace officer's responsibilities in a setting where they are responsible for the safety, well being and level of care required of persons who are arrested and held at a custodial facility.

Although taking someone into custody is one of the most common activities of a peace officer, depriving another of their right to liberty is one of the most serious responsibilities in our profession. It represents the balance point between an individual's right to conduct themselves in the manner they choose versus society's right to order, peace and the ability to live without the rights of another infringing on our own. The police maintain that balance, and use their powers of arrest to restore order, bring offenders to justice and to uphold both the letter of the law and the spirit within which it was written. Abuse of this responsibility is perhaps one of the quickest ways to erode public confidence in policing. At the same time, once a person is arrested, the responsibility of peace officers is to protect the rights and safety of the person they have taken into custody, even if ensuring those rights runs contrary to the sentiments of the larger community.

Peace officers have three basic responsibilities when considering taking a person into custody. The first concerns the discretionary decision that the community will be well served by the action. Next is the lawful basis for the choice to take such action. Finally, once the arrestee is in police custody, our obligation is to ensure their safety until they are released or transferred to another entity in the criminal justice system.

## **Learning Outcomes**

At the conclusion of these activities, the student will be able to:

- Explain and apply the concept of protecting persons in custody from harm by another.
- Identify situations involving an ethical dimension and apply concepts related to the effective and ethical options available to them to resolve an incident or situation.

## **Activities**

There are four scenarios and one homework assignment available for the instructor's use. These may be used as stated, or extended or otherwise modified to address local policies or issues, or current events of concern to peace officers in a custodial environment. Instructors are also encouraged to consider introducing the scenario through the use of role-playing by assigned class members. Using that approach, the instructor would select an appropriate number of students, assign them roles to play, or give them the setting and assign them to create a role play exemplifying the concept under study, and allow the scenario to proceed. This option would also allow modifications of the activity based on the less-predictable outcomes generated by a live group rather than a scenario read to the class.

### **Activity One**

The following scenario should be read in groups of 4-6 students (you may wish to distribute it in written form to facilitate better understanding by students once they break into small groups for subsequent work):

“An officer assigned to a jail facility has heard rumors about a possible fight brewing between two inmates in their jail block. The officer concludes the best way to handle the situation would be to get more information from inmates prior to anything happening. To do this, the officer pulls a talkative inmate from the jail population and assigns him to do special work mopping the hallways outside of the block. The officer offers the inmate a pack of cigarettes if he develops any information about the fight or other safety issues in the block. Department policy does not allow cigarettes in the facility.”

The student learning groups will be directed to select a spokesperson to present their findings back to the larger class. The groups will be assigned to discuss and present their conclusions on the following questions:

- What do you think about this officer's actions? Are they justified?
- Have any crimes been committed by this officer?
- What possible disciplinary actions could this officer face?
- What are the possible consequences, both good and bad, of allowing the inmate to break the rules?
- If you were the officer's supervisor, how would you respond if the officer brought this to your attention?

Students will be have 15 minutes to come to a consensus regarding these questions, after which the class will re-form and have 2-3 minutes to complete their presentation. Groups are expected to present their answers, respond to questions or follow-up queries without becoming defensive, and demonstrate the ability to handle questions from the instructor or other students effectively.

Selected student leaders will facilitate the group presentation, keep groups on time and prompt questions from others.

### **Activity Two**

Groups will read the following scenario in the same fashion as other scenarios. Students will distribute or brief the following activity.

“After successfully completing the academy, a young recruit is assigned to work at the county jail. Upon arrival, several veteran officers tell the recruit to “tune up” an inmate in order to prove herself to them and to show the inmate population she can handle the problem cases who might think they could push her around because she's new. The recruit elects to pull out a child molester from a cell and punches him in the face and chest area. She then threatens to punish the inmate if he tells anyone about the incident. The veterans congratulate her and welcome her to the shift.

Students will break into groups as in the previous scenario, and be assigned to the same tasks. Questions for this scenario are:

- Why would a new group member consider doing something obviously out of policy to please peers?
- What crime, if any, has the officer committed?
- What might be a sample news headline that could result from this incident?
- What type of perception might the public develop from such a news article?
- What would happen if the recruit refused to comply with the request of the veterans?

- If you were in a similar situation, what could you do to resolve this? Would you notify your supervisor?
- If you were the commander of the jail facility, what direction and training would you give to supervisors to ensure this type of activity did not occur?

Groups will present their findings as previously described, and the instructor's responsibilities are the same.

### **Activity Three**

Assign students at least one day prior to the class session to work individually or in small teams to locate articles from newspapers or magazines describing an incident where a significant incident occurred in a custody setting. Students should be prepared to:

- Present the circumstances of their article
- Describe their conclusions regarding why the incident occurred, and what could have been done by the officers or deputies involved to prevent it.
- Describe the actual or likely public impact on the confidence in the agency involved as a result of the incident.

In class, students will break into groups of 4-6, where they will share their research findings and conclusions. Each group will then select one article from their midst and present it to the class. Groups should be able to complete their work within 10-12 minutes, and each presentation will take 3-4 minutes. The instructor's responsibility will be to select student facilitators, and then to assist students in understanding, synthesizing and evaluating the incidents and how their issues apply to the real-world issues they will encounter beyond the academy setting.

### **Activity Four**

This activity may be used for general class discussion, or in a group break-out format as is done with the other scenarios. Student leaders will read or distribute the following scenario (or have it role-played as previously discussed):

“You are assigned as a trainee in your department's field training program. Things have been going well, and you have completed a little more than half of the field training program with high marks and good comments from your field trainer (FTO) and shift supervisor. One evening, you and your training officer stop a speeding vehicle. Your FTO handles the stop, and encounters a driver who is antagonistic, hostile and very difficult to control. The male adult driver makes various remarks about the FTO's appearance, degrades the FTO's family background (making fun of his name and uttering derogatory remarks about any kids he might have). A warrant check reveals a misdemeanor warrant for the

driver's arrest. When you tell the FTO, he smiles broadly and makes an offhand remark about there being "justice in the world." As the driver is being handcuffed, he says that he will wait for the FTO in the parking lot after he gets off duty, follow him home and beat him up on the officer's front lawn. The FTO says nothing and places the subject in the back seat of the patrol car. As he is driving to the station, the FTO suddenly brakes, shouting "Look out for that dog!" You see nothing in the roadway ahead, but do clearly hear the suspect's head striking the partition between the front and back seats. The subject groans audibly and begins to complain about his head hurting."

Class or group questions should center on what, if anything, the trainee should do. Other areas of discussion should be what a supervisor or watch commander should do if this arrestee arrives at their police facility in the condition described. Follow-up questions from the instructor may focus on the topic of "street justice" and its reasons. Students should be guided to an understanding of the unacceptability of this conduct, and how to deal with it.

### **Homework Assignment (Optional)**

Assign the students to write a research memorandum on the difference between cruel and unusual punishment and inhumane and oppressive treatment. Have the students explain their response, document the corresponding penal code section, and give an example of each type of offense. Students will be selected randomly during the academy session to make an oral presentation in front of their classmates. Optionally, have them write a short "letter to the editor" in the role of the chief or sheriff explaining to the layperson why the police use force, when it is necessary, and what happens when an officer uses excessive force.

The written responses from the homework may be used as a foundation for class discussion or posting of completed papers. It may also be used in conjunction with the student's LD18 (Investigative Report Writing) instructor to assess and enhance their written skills in this content area.

### **Time Estimate**

Time is as noted within each activity. Time can be compressed by using a large-group format for general discussion. In a large group, the instructor may also elect to use 2-3 person "buzz groups" to allow for short periods of student discussion with immediate reporting back to the larger class.

### **Comprehensive Questions**

At the conclusion of the learning activities, the facilitator should actively work with students to enhance their recognition of relevant issues, their application in custody settings and how to assess, analyze and evaluate how they will arrive at appropriate choices when presented with issues in this environment. Possible queries from the facilitators may be:

- What are the responsibilities of peace officers who take someone into custody, receive them into custody from another, or work in a custodial setting in a jail or other secure facility?
- What's in it for you? (This is a question of rational self-interest; why do people take the path of least resistance, why do they go along with the acts of others, etc.)
- Who are the stakeholders in this incident? How will they react to knowledge of it?
- Does this incident create any ethical dilemmas? If so, how do you resolve incidents that have an ethical dimension?
- How does law enforcement conduct in custody settings affect the community, the department and the officer involved?

### **Application**

Students working for county agencies may anticipate they will encounter issues in a custody setting, and have a high level of motivation to learn how to deal with prisoners and the possible fear of maintaining order in a custody environment. Those working (or who intend to work) for a municipal department may not be readily motivated to see applicability of this training block. Scenarios such as #4 may be useful to help students understand that “custody” begins with the initial detention and carries through to the person's release.

### **Resources**

Allowing students to work in small groups, especially when they encounter real-world incidents in Activity Three, will help them strive for solutions to complex problems in a safe environment. Use of the Internet to locate resources in either the public domain, or to identify methods for resolving ethical dilemmas, is a valuable means by which students can develop a deeper understanding of the issues related to conduct in custody situations.

## **Learning Domain 32: Lifetime Fitness**

### **Prerequisites**

The students shall either have been instructed in or had the opportunity to study the workbooks for

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 32: *Lifetime Fitness*
- Further, it is recommended they should have received instruction in LD 12, *Controlled Substances*, regarding the laws of possession of a controlled substance

### **Introduction**

The goal of the Lifetime Fitness program is to help recruits to develop and maintain healthful, sustainable lifestyle habits. These habits include regular exercise, good nutrition and hydration, weight control, blood pressure and cholesterol control, good sleep and rest habits, abstinence from the use of tobacco, limiting alcohol consumption, stress reduction practices, and the complete avoidance of substance abuse to either manage fatigue or enhance athletic prowess. These habits will have great benefits on the job and at home and can contribute to healthful longevity.

There are six elements to lifetime fitness. They are:

- Personal physical fitness,
- Physiological and psychological risk management,
- Lifestyle,
- Body composition management,
- Continuing fitness education, and
- Positive attitude.

Each of these components is equal in importance to the others. A peace officer aspiring to complete a successful career will develop and sustain a lifetime fitness program. Students will also recognize that “fitness” is more complex than merely working out occasionally or trying to eat well most of the time. Lifetime Fitness training teaches the student to think beyond the current day and do the things veteran officers say they wish they had done at the outset of their careers. Stretching, good nutrition, relaxation, moderate but sustainable exercise, and cardiac care will all increase the likelihood of a well-deserved retirement than can be enjoyed in good health.

## **Learning Outcomes**

At the conclusion of these activities, the student will be able to:

- Identify and apply principles of lifetime fitness in their own habits and practices
- Understand the impact and effect of substance abuse (legal and illicit) on personal health and professional success
- Evaluate and apply effective means by which they can intervene with others to help them redirect unhealthy lifetime fitness actions.

## **Activities**

Break the students up into cooperative learning groups and assign them to role-play an activity in which two officers overhear another officer who is worrying them. The following scenarios are available for use. The instructor may choose to have groups all do one scenario, or split scenarios amongst groups to enhance the variety of learning opportunities.

To successfully complete this activity, the instructor will be required to:

- Ensure students understand their roles and responsibilities in their assigned scenario.
- Time the exercise and ensure that all of the students are in a safe environment.
- Monitor the student responses and give guidance when necessary.
- Select student leaders to facilitate a debriefing exercise.

### **Scenario One**

Two new officers are working out in the department's weight room and overhear another officer on the phone saying; "Listen, ever since I started taking them, I have been lifting so much more weight, there isn't any jerk out there I can't handle. I'm getting 'em from another cop who goes to Mexico, so it's legal."

### **Scenario Two**

A newer officer is invited to lunch by a few of his shift partners for their on-duty meal break. The officers choose a late-night "greasy spoon" restaurant popular with the old-timers. During the meal, the older officers all complain about their various maladies ranging from not getting enough sleep, feeling fatigued on the job, being hung over and other assorted problems. They start having some good-natured fun with the newer officer, telling him he will wind up as fat and tired as they are. The newer officer elects to take the opportunity to respond to their comments- what does he say?

### **Scenario Three**

You are assigned to a patrol shift, and happen to meet with an officer working an adjacent beat. She looks a little tired, but is speaking pretty rapidly. She says her kids are still in grade school, but she's juggling childcare, shifts with her husband and extension classes towards her degree. You ask how she does it all, and she says, "I don't know, but the coffee, Red Bull and No-Doze keep me awake enough to get through the day."

### **Scenario Four**

You are a sergeant of a patrol shift or custody team, and two of your officers come to you with (one of the problems identified above or a similar quandary) a concern regarding a peer. You will listen to their concerns, and then engage in a discussion about their options and your responsibilities as their supervisor. The discussion will lead to a plan of action for each of you.

At the conclusion of each role-play, there should be time to facilitate a class dialogue regarding what they have seen. Core questions are:

### **Scenario One**

- To what is the officer on the phone referring? Is it possible this is an innocent conversation?
- What are the ethical issues involved in this activity?
- What is the responsibility of the officers who overheard the conversation?
- Would there be an impact in the community if the public learned officers were taking steroids?

### **Scenario Two**

- Is gaining some weight working odd shifts and grabbing meals wherever you can a natural part of working in policing?
- If you, as the newer officer, elect to respond, what do you say?
- How would you advise the officers to change their habits to avoid the ills they have recounted to you?

### **Scenario Three**

- What substances is the officer most likely taking?
- Are there any other substances that would present the same symptoms?
- What obligation do you have to intervene into the life of another for their own benefit?

### Scenario Four

- What responsibilities do supervisors have to intervene when problems are brought to their attention?
- Why might officers be reluctant to bring their suspicions to their boss?
- What issues may be created for the officers reporting their suspicions when co-workers become aware of their actions?

### **Homework Assignment (Optional)**

Assign the students to research the most common substances used and abused by peace officers (alcohol, tobacco and caffeine) and the adverse physiological impact of long-term use of these substances. Have them also research the impact of long-term job stress on the cardiovascular system, the nervous system and general health, then relate the impact of the use of substances (legal and illicit) on stress.

A follow-up homework assignment would be to assign students to write a paper discussing the impact of poor fitness on officer safety, and to develop at least two scenarios where they can see an officer's poor fitness (physical, physiological or emotional) detracting from their ability to carry out a core function of their job. This may be in the area of officer safety, diligence regarding completing the job, off-duty behavior or other related subjects.

### **Time Estimate**

The group preparation for role-playing should take about five minutes. Group presentations will take about 2-4 minutes each. The instructor may wish to assign student leaders to debrief and facilitate group dialogue regarding the scenario at the conclusion of each one, rather than discussing all role-play scenarios at the end of the group process. The discussion can be scaled to fit a time frame of 15-45 minutes depending on the class size and number of scenarios presented.

### **Comprehensive Questions**

At the conclusion of the activities, facilitators should include questions similar to these to allow students to learn the larger implications of their choices and actions:

- What's in it for me?
- Who are the stakeholders in this incident?
- Does this incident create any ethical dilemmas?
- How does law enforcement conduct and attitude affect the community, the department and the officer?

### **Application**

The basic course setting can sometimes convey a punitive sense regarding physical training (if it is used to “punish” individuals, or if it is seen as extremely arduous by students), which can detract from their motivation to consider a lifetime fitness routine as an outgrowth of the physical training in the academy. Instructor discussion of the impact of health on personal and professional survival will enhance the student’s retention of learning. Presenting the ways in which being healthy facilitates good officer safety, driving, defensive tactics applications, clear thinking and stress management will help them understand and synthesize the relationship between appropriate health practices and success in their careers and beyond.

### **Resources**

There are visual aids available from health organizations (public and private), and using video clips to demonstrate adverse outcomes for peace officers that do not practice lifetime fitness may be considered to reinforce discussion and role-playing activities.



## **Learning Domain 33: Arrest Methods/Defensive Tactics**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 20: *Use of Force*; and,
- LD 33: *Arrest Methods/Defensive Tactics*

### **Introduction**

The desired outcomes of the Arrest and Control training program is to ensure students acquire the understanding of the concept of situational awareness with regard to officer safety, to select a level of force intervention appropriate for the situation, to apply prescribed tactics with a high degree of efficiency and to resolve the situation in the safest manner possible with the least force possible.

It is illegal and unethical for peace officers to use their lawful authority and position to “punish” another, or to use force options available to them for any purpose other than using the minimum force necessary to obtain compliance to their orders. When peace officers become lawbreakers by engaging in acts of “street justice” they lose public trust and support, and subject themselves and their department to substantial civil liability. Students who become confident in their application of various forms of force do so because they understand how and why force is used, when it should be applied and how to use force in a manner that is as effective as possible without exceeding legal or ethical principles.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- State in their own words, the concept of situational awareness in an officer safety situation.
- Select and apply a level of force appropriate to the threat presented.
- Identify and distinguish force options in a manner consistent with that trained.
- Distinguish force options that result in an application in the safest manner possible with the least force necessary to overcome resistance.

## Activities

### Activity One

The instructor will ask for volunteers or select students to role-play the following scenario:

A recruit and his or her partner respond to a call about a 4-year-old child that has been molested (The instructor or an academy staff member may play the partner officer). The suspect has been apprehended and is being taken outside to the patrol car. The partner officer informs the recruit he/she will “handle this suspect alone.” The partner officer draws his or her baton and tells the recruit that child molesters have to pay for their crimes. The suspect places his hands in the air and explains that he was wrong in molesting the child, adding that he will probably get off because he has a great attorney. The partner officer simulates striking the suspect with the baton while the suspect has his hands in the air and is clearly not resisting. Several citizens are observing this behavior. The recruit tries to intervene, but the partner ignores them.

At the conclusion of the role-play, have the other students critique the actions (or lack of action) of the partner officer and the recruit. Selected student/s will facilitate the class discussion, and ensure the following topics are broached:

- What is the difference between acceptable and unacceptable behavior for an officer in this situation?
- What does the term “street justice” mean in this context?
- What is the perception of the community observing this incident?
- What consequences could the recruit face if he/she does not intervene?

### Activity Two

Selected students will role-play the following activity:

Two officers, one on probation, receive a radio call about an individual creating a disturbance in the parking lot of a restaurant. Additional information indicates that the individual is intoxicated and is urinating in the street. The officers arrive and see a man standing in the street who appears to have just finished urinating on the street's surface. The senior officer approaches the individual and tells him to stop his actions and turn around.

The individual complies; however, the individual suddenly grabs the officer and pulls the officer to the ground. The probationary officer draws his or her baton to

subdue the individual; however, the strikes with their baton are ineffective. The probationary officer attempts to kick the individual, however, the kicks are also ineffective. The individual continues to strike and pummel the senior officer. The probationary officer does not recall other self-defense techniques and is unable to subdue the suspect.

Once the scenario has been completed, student facilitators will engage the class in a discussion of its issues. Include the following topics in the discussion:

- What reasons could contribute to the ineffectiveness of the baton strikes and kicks?
- In what ways could others who are watching this incident perceive the officer's actions?
- What other force options would have been appropriate to consider?
- What should the probationary officer do next?
- What impact might this incident have on the confidence of peace officers to protect and serve their community?
- What is the responsibility of an officer to fellow officers regarding effective arrest and control techniques?

NOTE: The instructor must ensure the scenario is staged in a manner that the activity does not cause injury to ANY participant. Consider staging it in a "matt room" with appropriate protective gear.

### **Homework Assignment (Optional)**

Have the students write a research paper on what force options would have been appropriate for the scenario in Activity Two. Direct them to include what actions of this, and other, suspects would justify the use of a baton.

### **Time Estimate**

The role-play will take about five minutes to prepare, then 3-5 minutes to stage. The scenario read to the class in Activity Two will take about 2-3 minutes to read. Both class discussions will take from 10-15 minutes depending on the pace at which the students discuss relevant issues. Both activities are suitable for further discussion, group work or homework to ensure the students acquire an understanding of the knowledge necessary to apply force options as trained.

### **Comprehensive Questions**

Comprehensive questions will focus on the manner in which peace officers elect to use force in any setting, and the philosophy of using only that force necessary to overcome resistance.

### **Application**

Student motivation to learn about the use of force should be high due to its relevance to officer safety; however, some may be reluctant to attempt to apply knowledge due to unfamiliarity with the techniques of using the force option, or due to little or no exposure to physical conflict situations.

### **Resources**

Adequate space to conduct a role-play without injuring any party, and to allow others to view the scenario closely but safely.

There are countless video clips, news stories and articles recounting the use of force in a variety of settings. The instructor may elect to use written or visual means to enhance student motivation, strengthen retention by showing examples of effective and ineffective applications of force and to reinforce learning points with examples in the same issue area. Added resources are:

- POST LEOKA Report (available at [www.lp.post.ca.gov](http://www.lp.post.ca.gov))

## **Learning Domain 34: First Aid/CPR**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 4: *Victimology/Crisis Intervention*; and,
- LD 34: *First Aid/CPR*.

### **Introduction**

Peace officers have a special responsibility to act in good faith and to provide emergency medical services to the best of their abilities within the scope of their training. As first responders they must be able to assess the condition of the injured party, summon the appropriate medical services and provide basic life support until the services are available to provide relief.

During an emergency, the community will depend on the officers' leadership to take control of the situation, maintain order and summon any required assistance.

Peace officers deal with very high-risk people: homeless, intravenous drug users, prostitutes, and hard-core criminals. It is difficult sometimes to put yourself in situations where you could be exposed to life-threatening infection, knowing that the infection can be transmitted to your own family. Rendering aid to someone you believe does not deserve aid can be seriously problematic. Peace officers have a responsibility and a clear moral and ethical obligation to provide equal service to everyone.

A peace officer is an important first link in the emergency medical system chain. Creating partnerships with other community service organizations in advance of a medical emergency will improve service.

### **Learning Outcomes**

At the conclusion of these activities, the learner will be able to:

- State in their own words the responsibilities and potential conflicts facing a first responder in situations where persons may require emergency medical care.
- Apply appropriate techniques to aid in the lifesaving process
- Evaluate and act decisively in situations where their medical aid intervention may mean the difference between life and death for another person

## Activities

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

During the presentation/ discussion of first aid concepts, the instructor should give students time to discuss their perceptions and options when facing medical aid situations where internal or external conflicts may arise. One of the best ways to accomplish this structured reflection is allow time at the end of each component of training to discuss what they have learned, first with each other, then with the class. The instructor can accomplish this in the following manner:

At the end of a “chunk” of work (the end of a major concept or block of work), direct students to turn to a partner and take two minutes to discuss what they have learned. At the end of two minutes, the instructor will call on volunteers to share their understanding of what has been presented. The subsequent listing of answers and discussion of the topic will add depth to their understanding of the issues at hand.

For the learning activities noted herein, the instructor should use a group breakout format. In this format, the instructor will direct students to break into groups (for larger classes, consider using one group of 4-6 per exercise, and use the partnered discussion format while the chosen group is preparing to present their scenario). Direct the group/s to develop a role-play for presentation to the class for one or more of the following three scenarios:

### **Activity One**

The students will create an activity where officers must respond to a medical aid call; once at the call, they learn the person in need possibly has an infectious disease. The role-play must demonstrate:

- The issues present at a call of this nature
- The special considerations in this situation
- The appropriate precautions and actions to effectively administer first aid.

At the end of the role-play, students will lead a class discussion of the issues, considerations, precautions and personal and professional concerns when responding to a first aid call where an infectious disease is present.

### **Activity Two**

A peace officer responds to a residence on a call of an elderly man having breathing problems. Once on scene, the officer finds the subject is, in fact, having breathing problems, but is not in cardiac arrest or any apparent serious danger. The odors in the room are unpleasant; in fact, they are quite horrendous. The officer tells the man they will be “right back” then walks to the front porch with the subject’s wife, telling her they will wait there signal to the EMS unit when they arrive. The real reason the officer left the bedroom is because of the odors there.

At the conclusion of the role-play, the group will facilitate a group discussion to discuss:

- If nothing happens while the officer waits for the EMT unit, will anyone care about them being out there?
- Are the feelings and actions of the officer understandable? Are they OK?

### **Activity Three**

Officers arrive at a family dispute radio call. Upon their arrival, they find a man in full cardiac arrest that most likely will die. The officers are told that there is a Do Not Resuscitate (DNR) order signed by the victim. Highly emotional family members tell you to forget the order. The officers ignore the statements of the family members and stand by while the subject expires.

At the conclusion of the role-play, group members will facilitate a discussion of this scenario, including the issues of:

- What actions are most appropriate when facing a situation like this?
- What impact will the officer's actions have on the family members and the community?
- What are the ethical decisions involved in the officer's decisions?
- What should have been done?

#### **Activity Four**

Rather than providing lecture, content or other instructions prior to student role-playing or other practice opportunities, instructors may wish to provide settings where students will encounter persons in unknown states of medical aid needs. Allowing students to "fail forward" and feel the discomfort of untrained intervention will encourage them to see the relevance of subsequent training and reinforce retention of learned material. Options for scenarios in this framework are limited only to the resourcefulness of the instructor (or to assigned student groups).

The instructor's role during these scenarios is to:

- Time the exercise
- Monitor the student responses and give guidance whenever necessary
- Guide the debriefing exercise as necessary during the time students are facilitating the discussion.

#### **Homework Assignment (Optional)**

Assign the students to write a memorandum on the importance of maintaining the First Aid and CPR certification and skill level.

#### **Time**

1. Five minutes for the group/s to prepare their role-play;
2. Five minutes to present the scenario to the class;
3. Fifteen minutes maximum for discussion and facilitated dialogue

#### **Comprehensive Questions**

As students move from classroom experience to practical application, it is crucial to allow them opportunities to practice in settings that simulate the environment they will encounter in the field. Although the obligation and responsibility to protect life is one that is reinforced in several learning domains, peace officers sometimes view first aid as the responsibility of trained medical personnel and not that of an officer or deputy.

Unfamiliarity with the necessities of providing first aid/CPR in the field might add to a recruit's apprehension regarding their duty to provide emergency aid when needed. The

instructor will add significantly to the learner's retention of this material if they work to surface latent resistance or apprehension in students. This may be accomplished by asking questions directly such as "Discuss with your partner the five top reasons why a peace officer might be hesitant to administer first aid in the field" or similar questions. These discussions will add to the learner's understanding and application of the material, and will enhance their ability to evaluate considered courses of action and achieve effective solutions in situations of conflict.

### **Application**

As a part of the facilitated discussions regarding these scenarios, training staff or instructors should ensure students have acquired learning in these areas:

- The importance of maintaining and knowing how to use personal protective equipment.
- Their responsibility to act.
- The concept of immunity from liability as it relates to their lifesaving efforts.

### **Resources**

First aid/CPR resources may include job aids such as visual aids to assist in the application of CPR that officers may carry with them, along with the protective equipment they should expect to be issued to them when they are assigned to duties where first aid may be a function expected of them. Students should be instructed to ensure they are familiar with the proper use of any first aid items they might use, including their unit's first aid kit, masks for administering CPR, portable defibrillation units (AED or other similar units) etc.



## **Learning Domain 35: Firearms/Chemical Agents**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism and Ethics*
- LD 3: *Policing in the Community*; and
- LD35: *Firearms/Chemical Agents*.

### **Introduction**

Learning Domain 35 introduces the students to firearms and chemical agents. This block of instruction covers firearm safety, basic firearms operation, firearm ammunition, cleaning and maintenance, and principles of shooting accuracy. Also covered under this block of instruction are an overview of chemical agents, the safe and effective use of chemical agents and the properties and effects of OC, CN and CS.

Peace officers are authorized to use deadly force only as a last resort and only under the strictest of limitations and restraints. An officer who is skilled in the use of firearms and the decision-making process that leads to the use of deadly force will have better control of the situation and apply the appropriate level of force. Mere knowledge of firing a weapon accurately is inadequate to prepare recruits for the demands of considering the application of deadly force in a field situation. Appropriate training will also include moral considerations, legal and procedural constraints and means by which to structure one's decision making in such a manner that an officer or deputy can make a reasoned choice to use or refrain from using deadly force in a timely fashion.

Related issues are the care and maintenance of assigned firearms, chemical agents and other similar items and the community's possible perceptions regarding an officer's use of deadly force.

### **Learning Outcomes**

At the conclusion of these learning activities, the learner will be able to:

- Demonstrate an understanding of the legal and moral constraints against using deadly force except in circumstances allowing its use.
- Identify and apply appropriate decision-making strategies in their effort to arrive at an appropriate solution when considering the use of force up to and including force likely to cause death or great bodily injury.

## Activities

### **Activity One**

Instruct the students to close their eyes, and then read them a brief scenario where an officer used deadly force (do not mention the age or gender of the suspect). At the conclusion of the reading, instruct them to open their eyes and share how they might feel if they were the officer or deputy in that situation. Allow two minutes for this small-group discussion, and then query the class about their range of responses. After charting several responses, ask the class to describe the suspect they “saw” when the scenario was read to them (most students who are exposed to this exercise imagine a suspect that is an adult male).

When adequate responses are given, instruct them to close their eyes again and imagine the suspect as an older female or a juvenile male. Again, have the students share their situation with their group, and discuss how their responses might have been different. Close the exercise by asking if the gender, age or appearance of a subject in a situation of this nature might cause an officer or deputy to hesitate, reconsider their choice to use force or expose the officer to undue risk by delaying the implementation of their decision.

During this activity, students will be required to:

- Form into break out groups and discuss, record, and report on the questions or dilemmas listed in the aforementioned learning activity.
- Select a spokesperson and justify the answers to the class.
- Present the department's position without becoming defensive or hostile.
- Demonstrate the ability to handle follow-up questions.

### **Activity Two**

Select a student from the class, then instruct them they are an officer assigned to a call of a man with a gun (the instructor or assistant will play the role of the suspect). Advise the officer he or she has just arrived at the scene, where they see a subject fitting the suspect description. As the subject comes closer, the officer sees a gun in their waistband (Note- only inert or replica firearms will be allowed for use in this, or any other class scenario, exercise). The officer will order the subject to stop and follow the officer's commands; however, the subject will say nothing and continue to walk slowly towards the officer. Allow the activity to continue until the officer makes the choice to resolve the situation.

(It is common to see students become confused when first encountering a non-compliant subject in a tactical situation. If the student responds inappropriately, the

instructor will stop the scenario, and may consider selecting another student for the same scenario. It is important for the instructor to allow students to “fail forward” and learn from their errors in this activity).

The instructor will allow as many students as desired to complete the scenario (it would be appropriate to continue until students begin repeatedly displaying conduct that results in an effective outcome), after which class discussion should ensue regarding possible means by which to resolve the incident, potential outcomes for each choice and the impact or fear or confusion in decision-making in a tactical situation.

### **Activity Three**

These activities are small-group discussions. The instructor may assign the same topic to all groups, or may assign different activities to groups in larger class settings. These activities are well suited for group work resulting in opportunities for students to “teach back” concepts to their peers under the instructor’s facilitation. In this format, students are given time to research the topic (including Internet research if available), develop their presentation and select a spokesperson. They will be responsible for presenting their material (the instructor may wish to advise they can do so as a role-play, in an activity or through a short presentation). The group will be advised to prepare a five-minute instructional segment. Sample topics are:

#### Handgun Safety

Students will research issues, policies and legal considerations regarding handgun safety. For many recruits, the academy is the first time they have had a firearm inside their residence, vehicle or on their person. Discuss ways to keep a firearm safe at home and away from their families.

#### Department policies relating to firearms/chemical agents

Students will research issues and policies relating to handguns or chemical agents. Accidental discharge, possessing a firearm while intoxicated and off-duty encounters should be discussed.

#### Ethical issues regarding the use of deadly force by peace officers

Students will research the moral considerations of using deadly force, and will also study and instruct the class on the topic of the community’s perceptions and possible objections to the use of deadly force.

#### Suicide by cop

Students will instruct others on the term “suicide by cop” including its meaning, examples of the concept in recent events, and means by which officers might

avoid being used to assist despondent persons away from considering creating a conflict with the police as a solution to their problems.

At the conclusion of student presentations, the instructor will ensure adequate depth to each topic has been presented, and will lead a class discussion on the subject.

### **Time Estimate**

These activities may be expanded or contracted to fit available time, and may be interspersed with other instructional blocks in this Learning Domain. Activity Three is especially well-suited for assignment ahead of time, then allowing students to present their findings at points along the way in the instructional lesson plan.

### **Comprehensive Questions**

As noted in these learning activities and in the student workbooks, there is no action with more impact by a peace officer than the taking of another life. Students should be well-versed and able to immediately recall, understand and apply appropriate decision-making methodologies when confronted with a situation where they must choose to act or refrain from acting with regard to the use of force against another. The activities and all other instructional material should support the student's retention of this knowledge in a clear and unambiguous manner.

### **Application**

Students should readily see the application of this learning. It would be important to emphasize to students that situations such as those presented in this Learning Domain are the "low frequency, high risk" kind that a peace officer encounters infrequently, but where sound choices and appropriate action is demanded from every practitioner of this profession.

### **Resources**

There are countless video, written and personal examples available as resources for an instructor or student as they study the use of force. It is valuable for students to study past incidents for the purpose of helping to shape their decision-making process, and for reinforcing the ethical and moral implications of taking a life. Student-led class or small group discussions should focus on:

- Student expectations
- Student experiences, and
- Student ethical concerns in the ethical and moral dimensions of this content area

Added resources are:

- POST LEOKA Report (available at [www.lp.post.ca.gov](http://www.lp.post.ca.gov))

## **Learning Domain 36: Information Systems**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*; and,
- LD 36: *Information Systems*

### **Introduction**

In this block of instruction, students learn about the California Law Enforcement Telecommunications System, the Criminal Justice Information System, the Department of Motor Vehicles Information System, and other law enforcement telecommunications systems. Students learn the roles and responsibilities of peace officers in relation to these systems, how to access information and the consequences of unauthorized access or use of information from these systems.

With so much information available to them, peace officers have an obligation to know the requirements for access to, proper use of, and the legal statutes that regulate the systems. Misuse of information systems is a violation of the law and department policy. Students must develop a clear understanding of the requirements to protect citizen's information and the penalties for failure to do so.

Along with the rapid expansion of information systems and their easy access comes an expanded ethical responsibility. The use of information systems for personal benefit or interest can be a temptation. It is important to talk about the proper use of the systems and strategies to avoid improprieties and indiscretions. All officers must keep in mind that a public office is a public trust. Accordingly, department time and resources must never be used to further personal gain. The misuse of computer equipment and access to confidential information is one of the most common ways that officers have found to violate the public trust and thereby ruin their careers and bring shame to the department.

### **Learning Outcomes**

At the conclusion of these activities, the student will be able to:

- Give an example of the legal restrictions regarding the access and use of data on CLETS and the various other local, state and national electronic information systems.

- Identify incidents where the access and use of these systems is consistent with department policy, the law and tenets of ethical decision-making.

## Activities

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue

Have the students break up into cooperative learning groups (4-6 students per group). Assign the groups one of the following activities to discuss, then to prepare a five-minute learning segment they will present to the class.

1. You are working patrol and another officer types you a message on your unit's computer describing a date he or she recently had with a very attractive person. Considerations are:
  - a. What options does the receiving officer have with regard to this message?
  - b. What disciplinary actions could each officer face in a situation like this?
  - c. Could there be legal repercussions?
  - d. What if the message was not of a sexual nature and was just a message to say “hi” and to “chat.”
2. While on patrol, your partner tells you his best friend asked him to obtain information about a neighbor that is causing his friend problems. Later in the evening, while you are in the station completing reports, he tells you he is going to take a few minutes to get the information his friend requested. Considerations are:
  - a. Discuss how you should handle this situation.
  - a. What are the issues involved?
  - b. Is there any legal repercussion?

- c. What impact will your action have on:
    - The friend requesting this information
    - The officer requesting the information
    - The department and community
3. (Variant of #2) While on patrol, your partner tells you his best friend asked him to obtain information about a neighbor that is causing his friend problems. Later in the evening, while you are in the station completing reports, you overhear your partner talking on the telephone to his friend reading from a CLETS printout, describing a person's personal information, driver's license information and criminal history. Considerations are:
- a. What are the issues involved?
  - b. What should you do?
  - c. Is there an obligation for you to do anything?
  - d. What are the possible negative consequences that can result for you, your department, and your partner?

### **Homework Assignment (Optional)**

Have the students generate a list of ways information technology can be misused and alternatives to avoid such situations.

For larger classes, the instructor may consider using a number of smaller groups in the following format:

Have two students discuss the scenario and their thoughts for two minutes, at which time they will find two other two-student teams. The group of six will discuss the scenario and their conclusions regarding the activity questions. The instructor will then recall the groups into the class setting and call on 3-5 groups to divulge their conclusions. The instructor will use this information as a basis for the de-briefing and as a means to reinforce key elements in the lesson plan.

### **Comprehensive Questions**

At the conclusion of the activities, selected student facilitators should debrief the exercise with the students. The following ideas should be discussed:

- What is a person's right to privacy concerning information stored in the CLETS system?
- If you run a set of plates or personal information without cause, but you don't use or share the information, what's the harm?
- What decision-making strategies may be used to resolve situations such as presented in the activities?

### **Time Estimate**

Instructions and group assignment:	Fifteen minutes
Group presentations and discussion:	Ten minutes each
Class discussion:	Ten minutes up to a half-hour

### **Application**

The activities are intended to allow students time to internalize concepts and understand the appropriate use of CLETS and other similar systems. The instructor will want to ensure students leave this block of training with a “bright line” understanding of the prohibition on the access or use of any information in these systems without a compelling need for professional purposes. This understanding should translate to their ability to use department guidelines and legal restrictions to guide behavior once they enter the field.

Students will access local, regional, state and national databases on a recurring basis throughout their careers. In most instances, the access of this information is considered a normal part of their duties as peace officers. Misuse of department equipment to convey personal information or use the information of others is a serious breach of ethical conduct, and carries significant legal sanctions. Students should clearly understand what is expected of them, and also be able to apply appropriate decision-making strategies to resolve conflicts as they arise.

### **Resources**

Students who will have access to CLETS in their duties will receive recurring training on this topic throughout their careers. There are resources provided by CLETS and other entities that may prove useful as job aids should students need reminders of the restrictions on the use of information systems for personal use. Some of them may be:

- The CLETS Manual
- CLETS trainers at each agency, including the terminal control administrator

## **Learning Domain 37: People With Disabilities**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*; and,
- LD 37: *People with Disabilities*.

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. Learning Domain 37 introduces the student to their responsibilities when dealing with persons with disabilities. This block of instruction covers different types of disabilities, including persons with mental illness, physical disabilities and developmental disabilities. In addition, it explains laws related to protecting the rights of persons with disabilities. Learning the behavior signs and indicators of various special conditions can assist officers to identify effective intervention strategies, and assist their work to control and resolve any situation by using proper communication techniques for persons with disabilities.

During the learning process, it is important for students to learn to distinguish between disabilities and states of mind that have been induced by drugs or alcohol. Officers and deputies can sometimes mistake a medical emergency for one that is drug or alcohol related; sensitivity to special needs can ensure a disability or medical crisis is not confused with substance abuse.

Persons with disabilities are entitled to protection and services equal to the general population even if providing that level of service requires additional time or effort. In addition, displaying an appropriate level of empathy, especially if others are not responsive to the needs or issues that have resulted in the presence of the police, is often the best way to achieve a suitable resolution to the problem at hand. Peace officers should be familiar with provisions of the Americans with Disabilities Act and provisions therein that ensure persons with disabilities are provided equal opportunity and access to services.

## Learning Outcomes

At the conclusion of these activities, the student will be able to:

- Understand why a person with disabilities may become frustrated with others who marginalize their presence or fail to provide equal access to them.
- Understand and apply principles to identify the differences between substance-related medical emergencies and a medical crisis involving a person with a disability.
- Understand the moral and issues involved in providing equal opportunity and access to services by a person with disabilities.

## **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue

### Activity One

At appropriate intervals during any lecture segment, and at the end of blocks dealing with the ADA or the different types of disabilities they may encounter in the field, conduct student work as follows:

1. Have them pair off, then have the pairs work for five minutes to develop a list of the **five** most important concepts they learned in the block of instruction just finished.
2. At the end of five minutes, have each pair identify a second pair with which to work. The quartet will work another five minutes to share their original paired lists, then to create a second list of the **three** most important considerations for an officer or deputy while dealing with a person with disabilities.
3. To add another layer of depth to the exercise, have each quartet find another four-person team to take five minutes to share their lists, then to

come to a consensus on the **one** most important thing they learned in the instruction just received.

The instructor may elect to allow the group work to come to a close without reporting back to the class, or may have a reporting from each group and the transfer of the “most important point” to chart paper for posting to the class.

This activity describes a “5-3-1” learning strategy to add depth and understanding to presented material. Extensive studies show that students require opportunities to internalize material every eight-to-ten minutes of lecture or presentation, and that another appropriate means of ensuring understanding is to incorporate group or individual activity at the end of every 5-7 concepts presented. Activity one is representative of the application of this strategy.

### **Activity Two**

Secure a DVD/Video of the popular movie “As Good As It Gets” or a similar depiction of a person with disabilities encountering difficulties when dealing with others. Break the students into cooperative learning groups of 4-8 students each. In this movie, the main character (played by Jack Nicholson) enters a restaurant to order a meal and encounters difficulty due to his conduct. Have students imagine they had been summoned to the restaurant by an impatient patron who asked them to “do something about it.” Ask groups to take ten minutes to list at least three potential problems associated with any attempt to resolve the scene depicted in this incident, as well as two considerations of which they should be mindful when balancing the rights of the individual against those of others. Ensure groups consider:

- The rights of the person (Jack Nicholson’s character) involved
- The rights of others to engage in their elected activities unimpeded
- The rights and responsibilities of a commercial venue in which this occurred
- The content and limitations of taking a person into custody pursuant to Sec. 5150 WIC

At the conclusion of group work, ask spokespersons for each group to provide their responses. Consider having each group report only one answer at a time to ensure the entire class stays involved in the learning process and to avoid problems created with repetitive reporting of the same question by multiple groups. The instructor may wish to have all groups report all answers, or to curtail responses once enough have been given to further discussion and study on the topic.

**Note:** Renting, purchasing, or otherwise legally obtaining the video and using a specific clip in a training environment fits the “Fair Use” concept (making unauthorized copies, however, is unlawful).

### **Homework Assignment (Optional)**

There are a number of possibilities for work outside the classroom to enhance the student's understanding of this issue and resources available for their use. Two options (amongst many) for homework are:

1. Assign students to research and develop a list of resources in their service area for a variety of special needs. This research can be done in groups or individually, and reporting back to the class may be done as a part of instruction, through the development of an information sheet or other similar means.
2. Have students visit one of the resource agencies to learn how the agency operates, and to determine how they may be of use to a peace officer in that community.

As noted in each exercise. The homework may be counted as a part of class time if desired or can be an “overnight” exercise for students.

### **Comprehensive Questions**

Questions for the activities are as noted in each exercise.

### **Application**

The essence for learning in this Learning Domain is for students to develop the requisite knowledge regarding the issues and concerns of persons with disabilities, legal and ethical implications they must consider when asked to intervene and the appropriate level of empathy to convey to others to act in a professional and humane manner when doing so. The activities provided, as well as other active learning techniques, should be aimed at producing outcomes consistent with this learning taxonomy. Instructors may consider using guest speakers from resource agencies to enhance the student's understanding of the issue. Instructors may also wish to explore means by which to give students a personal understanding of living with a disability (e.g., simulating a setting where the student may be temporarily deprived of the use of sight, hearing, touch or mobility and the issues that would create for them).

Students may or may not be aware of how society marginalized some persons with disabilities, or deprived them of opportunities for employment, housing or other desired pursuits prior to a greater understanding of the need to treat all persons as equal before the law. It is important for the instructor to provide a historical context to this learning to ensure students understand how and why they may face resistance from persons with disabilities (and others) when called upon to resolve a conflict. Activities that reinforce

concepts of fairness, equal treatment and empathy are consistent with dilemmas students will face in their communities beyond the academy setting.

### **Resources**

As noted in the homework section, there are a variety of resource agencies in most, if not all, communities. Students should be familiar with those relevant to their future duties to ensure they can maximize the use of these agencies. Added Resources are:

- Training and Testing Specifications for Peace Officer Basic Courses, LD37; Learning Activities for LECP



## **Learning Domain 38: Gang Awareness**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*; and,
- LD 38: *Gang Awareness*

### **Introduction**

Learning Domain 38 introduces student to gangs and promotes gang awareness. During this block of instruction, students learn about gang culture and the characteristics, dynamics and crime trends associated with various criminal street gangs, outlaw motorcycle gangs and prison gangs.

Dealing with gangs requires the police to understand the social pressures and issues that attract youth and others to the gang lifestyle, while at the same time working to suppress criminal gang activity and their adverse influence on the quality of life for others in their neighborhood and community. It is important that officers and deputies devote preventative effort to divert youth away from gangs and towards healthy alternatives for their lives. It is equally important they sustain actions to enhance the confidence the community has in the police as a means of depriving gangs of one of their most effective tools; fear in those upon whom they prey.

Belonging to a “gang” is not, per se, illegal. Nor does the wearing of certain clothing or other manner of dress allow the police to intervene into the lawful activities of any person. It is the criminal activity of gangs that must be addressed with appropriate measures, and peace officers must ensure they do not resort to extra-legal means to accommodate the goal of protecting the community from gang activity. Especially in communities where gangs are present and confidence in the police may be suspect, those in formal and informal leadership positions in the community may be the strongest potential allies for the police as they partner to restore peace to their streets. This partnership, once formed to combat this issue, may be leveraged to work cooperatively through any level of crisis between the police and those they serve.

## **Learning Outcomes**

At the conclusion of these activities, the student will be able to:

- State in their own words the reasons youth join gangs and participate in gang activities
- Apply techniques to intervene with youth to divert them away from joining gangs and engaging in constructive activities
- Appraise and identify potential gang members and conduct interviews to confirm or repudiate the indicators giving rise to suspicion of involvement in gang activity

## **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

Divide students up into cooperative learning groups (4-6 students per group), and then facilitate a brief discussion of the reasons youth turn to gangs for “help,” the effect a dysfunctional home life can have on the youth’s decision and how pressures at home and in school can lead them to join a gang. At the conclusion of the initial discussion, instruct groups to take 15 minutes to:

- List at least five reasons why they think kids turn to gangs.
- How a school or service agency might make the difference between a delinquent life and an acceptable life
- How a peace officer can assist in making this difference

Groups will be required to select a spokesperson to provide the group responses. The instructor or selected student facilitator may elect to ask groups for one answer each in a round-robin format to enhance participation and learning that might dissipate with

multiple groups attempting to answer the same question set in a more traditional question-and-answer session. Once adequate responses have been given to facilitate further discussion, the facilitator may elect to move onto the next block of instruction.

### **Activity Two**

This exercise is consistent with a “3-2-1” small group activity that is best used to reinforce student understanding. This, and similar, activities are well suited to enhance understanding at the end of a sub-block of instruction, especially if a lecture or presentation has exceeded ten minutes (learners require opportunities for reflection and to reinforce understanding at this interval).

Have the students select a learning partner. The methodology for selecting a partner is at the instructor’s election, and is a chance to move students around the room, have them talk with those they normally have little contact with in the class, or for other similar purposes (e.g., “Make eye contact with someone not at your table/in your row/etc.; that is your learning partner for this next segment” etc.).

Select two students to role-play a contact by a peace officer with a suspected gang member. Brief the role players to enact a scene where an officer makes consensual contact for the purpose of determining gang affiliation after seeing the subject with three persons the officer recognizes from previous contacts as active gang members. Allow the role-play to continue to its conclusion, or intervene with clarifying comments if the role players are not displaying appropriate actions.

At the conclusion of the role-play, ask pairs to take five minutes to discuss what they saw, and to create a list of **three** things they saw or perceived during the role-play.

At the end of five minutes, each pair will join another pair. The quartet will take eight minutes to share their observations, and then develop a list of the **two** most important things an officer or deputy must consider in this type of contact and the **single most important thing** they learned from their group discussion.

The instructor should determine the best way in which to obtain information from the class. Student groups should provide adequate information to sustain discussion on important learning points from the activity. These should include, at minimum:

- Consensual encounters with suspected gang members (and other persons suspected of criminal activity)
- Developing rapport necessary to obtain information that may be of use to suppress future criminal activity

- Officer safety considerations in this type of contact
- The impact of respect (or lack of respect) by the officer during this type of contact

### **Homework Assignment**

Assign students to contact and interview the youth or gang officer in their department (or at the agency sponsoring the academy, etc.) to learn:

- What the gang officer does,
- The issues they face in their roles,
- What community resources exist for officers to use, and,
- Any other considerations for learning by the student.

This may be completed as a team activity, and the instructor may wish to give a reasonable period of time for students to complete this assignment. Once completed, students may report back in writing, or as a group that can first share learning, then consolidate their thoughts for a class presentation (excellent opportunity to allow students to teach a portion of the class regarding their findings. If this option is used, instruct teams to prepare a fifteen-minute presentation on the topic). If there is no youth gang officer in the student's department, ensure they team with a student that has one in theirs.

### **Time Estimate**

The time frame for each activity may vary from 10-15 minutes up to a full hour depending on the length of class dialogue desired.

### **Comprehensive Questions**

Students may have perceptions, or misperceptions, regarding the nature of gangs, reasons why youths become affiliated with gangs, how different types of gangs differ with regard to territorial identification, criminal activity, mobility and conditions to enter and leave the gang. Activities that reinforce learning in these areas are consistent with the learning objectives and outcomes in this Learning Domain.

### **Application**

Students will encounter gang members and the impact of gangs differently depending on their assignments beyond the academy setting. Those in custody assignments may see a variety of gang affiliations; including prison gangs and gangs formed as a result of ethnic identity in addition to the street or outlaw motorcycle gang members those in field assignments might more commonly encounter. Some students will protect communities with little or no resident gangs, but which will encounter gang members in

transit or while visiting that community. It is critical that students understand that their focus should be on the criminal conduct of gang members, and not to rely on appearance alone as a factor of determining whether or not to make contact with any individual. At the same time, it is also important not to fall prey to the “mythology” of gang members and attribute a level of danger beyond that present to persons merely because of an affiliation with a gang.

### **Resources**

There are a number of potential resources for advanced training in the profession depending on a student’s area of interest:

- Gang officers or deputies have experience that is relevant to this Learning Domain
- The CA Department of Corrections has experience dealing with a broad spectrum of prison gangs
- Others have expertise reading gang graffiti and distinguishing it from tagging or other forms of malicious mischief
- Training and liaison opportunities exist to enhance expertise regarding outlaw motorcycle gangs and their criminal activities



## **Learning Domain 39: Crimes Against the Justice System**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 5: *Introduction to Criminal Law*
- LD 8: *General Criminal Statutes*
- LD 15: *Laws of Arrest*
- LD 16: *Search and Seizure*; and,
- LD 39: *Crimes Against the Justice System*.

### **Introduction**

This Learning Domain introduces students to crimes against the justice system, including instruction to develop students' skills to identify and classify crimes involved in obstructing the judicial process, crimes that prevent the execution of a lawful process, crimes related to unlawful influence and false information and crimes against the public peace. Included in these crimes are actions by persons (including peace officers) who provide false testimony while under oath, which constitutes the crime of perjury.

Crimes against the justice system often involve the conduct of officers and deputies or persons with whom they come into contact. Given the fact that conduct perceived by a peace officer as obstructing their lawful efforts to carry out their duties is can be defended by persons as either protected speech or necessary in the context of the facts of a particular incident, crimes charged in this Domain have the potential to pit the police against the community. Peace officers should remain aware of the need for the support of the community in order to carry out their mission, and that only through the confidence of our citizenry can the goal of protection and service be achieved.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Classify and give examples of crimes regarding the judicial process, unlawful influence on the justice system, false information in an official process and crimes against public peace.
- Apply these laws in a lawful and appropriate manner.

- Evaluate the impact of enforcing these laws, synthesize learning and apply it to other settings where possible crimes against the justice system may have occurred.

## **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

This activity is a role-play scenario presented by students under the facilitation of a student or students selected by the instructor. One or two students will play the role of the officers, one will portray the person causing the disturbance, and 2-3 others will play witnesses to the scene.

The setting is one where a person is to be evicted from their apartment. The manager of the complex has called the police because the resident has become verbally abusive. Officers arrive and are quickly contacted by the resident, who begins swearing at them and stating he or she will go to the newspaper and tell them the officers pushed and swore at him or her, and referred to him or her in derogatory terms. One of the officers becomes angry and begins to argue with the resident. Very shortly thereafter, the officer arrests the person for obstruction or resisting an officer.

At this point, the instructor has several options to complete the scenario. Choices may be:

1. Having the other officer intervene in an appropriate fashion
2. Allowing the situation to end, and then query the “witnesses” to the incident

3. Allow the witnesses to interact with the situation as it unfolds or at the end of the incident as they question the officers regarding the appropriateness of their actions.
4. Turning it over to the class to discuss in re appropriate and inappropriate choices by officers, etc. If given to the class, ensure they address the legal and ethical implications of the conduct of the officers involved, as well as:
  - a. Does this activity contain the crime elements necessary to arrest for the crime of obstructing or resisting an officer?
  - b. Does the peace officer have potential liability in this activity? What consequences could he/she face?
  - c. What is the potential impact on the justice system when an officer abuses his authority to make an arrest for obstructing or resisting an officer?

Time estimate: 10 minutes role play preparation and delivery; 5-25 minutes for class dialogue.

It is important to prepare the role players to complete or end the scenario in a manner consistent with the desired outcomes, although the creativity and resourcefulness of the students acting and facilitating this scenario is a resource from which class learning should come.

### **Activity Two**

This activity entails reading the following scenario to the class. In lieu of this specific scenario, the instructor may elect to use an appropriate video to display the situation, and then continuing the exercise with a dialogue regarding the court process.

While on patrol, two deputies observe a crime in progress (vandalism, trespass or similar) and chase one subject who attempts to flee on foot. The deputies broadcast their location and direction of the foot pursuit. A third deputy arrives on scene just in time to see the pursuing deputies pull the fleeing subject from a fence, knock him to the ground and strike him several times before taking him into custody. The arresting deputy looks at the third deputy and says, “You didn’t see anything; alright?” The third deputy nods, and then goes back into service. The arrested subsequently goes to court and is convicted of obstructing the deputies in their duties. No testimony is introduced regarding the arrestee being struck during the arrest. The arrestee’s attorney does file a complaint regarding the beating. In an interview with internal affairs, the third deputy admits they saw the beating as described. All three deputies are found to be guilty of violating law and department policy, and are either terminated or receive lengthy suspensions.

At the conclusion of the scenario, the instructor should advise students to take five minutes to individually:

- Note the stakeholders in this incident.
- Give their position regarding the third deputy receiving the same level of punishment as the two deputies who administered the beating.
- State what should happen to the conviction of the arrestee; should it be dismissed due to the deputies' conduct?

At the end of that time, students should turn to a learning partner to discuss their findings and then develop a list of two options for the arresting deputies and the witness deputy with regard to resolving this incident in a manner that would have created a more suitable outcome. The pair will have five minutes to complete this phase of the assignment.

Each pair will then work with another pair to discuss their findings, then to develop a sentence describing the one Most Important Point (MIP) with regard to this scenario. This work will take an added five minutes.

When this work is done, the instructor may elect to have groups post their sentence on chart paper, or present them with a spokesperson. Depending on time constraints, the instructor or student leader can then facilitate a class dialogue regarding their findings. Issues for discussion may be:

- a. Who are the stakeholders in the above case?
- b. Discuss how the officers should have handled the situation?
- c. What do you know about the "Code of Silence?"
- d. What is the potential impact on the overall justice system when an officer abuses his/her authority to make an arrest for resisting an officer?

Time estimate: Five minute individual work; five minute paired work; optional time added as noted

### **Comprehensive Questions**

There are overarching questions concerning the "Code of Silence" and related issues that have a variety of references in literature and professional journals. Students should also develop an understanding of the nature of their responsibility to enforce laws against the justice system prudently, and not to use sections in this Domain as a tool to inappropriately resolve conflict with others in the field. Extending their perception of incidents in this area beyond the immediate persons involved to others who would be impacted by their actions (stakeholders), including the agency, the community, the

student's family and the profession, is also a useful way in which to help them learn and retain understanding of the impact of their actions.

**Application**

Students will encounter crimes in this Learning Domain throughout their careers, and will need to understand, apply, evaluate and synthesize their role in administering the law.

**Resources**

The "Comprehensive Questions" section notes resources regarding the Code of Silence. There are video/DVD examples of crimes in this Learning Domain and a body of case law with which to refer for examples in the instruction of this LD. POST "Line-up" training videos are also available in many agencies, and their video clips are often useful to present situations visually.



## **Learning Domain 40: Weapons Violations**

### **Prerequisites**

The students shall either have been instructed in or had the opportunity to study the workbooks for

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*; and,
- LD 40: *Weapon Violations*.

### **Introduction**

In this Learning Domain, students learn about laws pertaining to prohibited weapons and crimes involving the possession of firearms. Examples of these crimes are; concealment of firearms, possession of firearms by restricted persons or within restricted locations and drawing, exhibiting, or unlawful use of weapons.

Weapons are defined as any object, article, or device designed to inflict bodily injury or death upon another living being. Types of weapons may range from chemical agents to cutting, piercing, striking, and shooting devices, both mechanical and explosive. Over the years, government has enacted laws regulating the manufacture, sale, possession, and use of weapons. Police and other public agencies are required to interpret and enforce those laws.

Firearms are a class of weapons that require specific knowledge. They have the capacity to inflict severe, multiple wounds from great distances. Laws have been enacted to regulate the place and manner in which firearms may be carried and who may carry them and rules have been set in place regarding the registration process. By knowing these laws and rules, officers and deputies can work to reduce illegal possession of firearms and the devastating effect their use has on the community. Those in public safety must also be mindful that weapons laws apply to those charged with enforcing them, and that off-duty peace officers are not exempt from any provision of the law with regard to weapons possession.

### **Learning Outcomes**

At the conclusion of these activities, students will be able to:

- Recall weapons laws and be able to apply them to a specific facts circumstance
- Demonstrate an understanding of laws pertaining to firearms by choosing an appropriate course of action when confronted with persons in possession of firearms

- Demonstrate an understanding of problem-solving skills using weapons laws as a foundation for their selected actions.

## **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

This activity requires students to develop their own presentation and demonstrate an understanding of weapons laws by role-playing a particular circumstance where a peace officer must take action pursuant to one or more of the laws in this Learning Domain.

Assign learner groups (4-6 students depending on the class size) to research and prepare a five-minute presentation on a topic from the following list. The presentation must include a role-play or other similar scenario to be used as a basis for the learning points in their presentation. Options are (and may be expanded at the instructor's discretion):

1. Freedoms and limitations on firearms possession granted by the Second Amendment to the US Constitution
2. Why a teen might carry a weapon in an urban setting even if they are not planning a crime
3. The impact on the community if officers or deputies are informally allowed to possess or carry daggers, switchblades or gravity-opened edged weapons on duty.
4. Why automatic weapons should (or should not) be allowed for personal possession in a gun collection.
5. The impact of limiting magazine capacity in semi-automatic weapons.
6. Pros and cons of possessing a firearm or other weapon for personal protection.
7. Laws regarding the transport of weapons in vehicles.

Allowing students to research and present course material is perhaps the best way to enhance their understanding and learning of desired material. Select student leaders would act as facilitators of the presentation process, keeping time, asking questions to clarify important points, and to prompt dialogue by others.

### **Activity Two**

The instructor will distribute or select a student leader to present and facilitate the following scenario:

“An officer who has worked patrol for many years has a growing collection of illegal and prohibited weapons. The officer’s collection is a result of pat-down searches for officer safety. For a number of years the officer has collected the illegal weapons from suspects. In each case, the officer has let the suspect off with a warning, and has confiscated the weapons. Instead of destroying the weapons or placing them into evidence, the officer has taken them home and placed them in his collection. No one has ever complained about the officer’s actions, and he has always kept his collection secret. He justifies his collection to himself based on the belief that he has taken the weapons away from the “real dangers” and feels that he is the appropriate person to keep these weapons for safekeeping, because he is a peace officer.”

Once the scenario has been read, instruct students to work individually for five minutes to answer the following questions:

- a. What do you think about this officer’s actions? Do you agree that there is no harm in keeping these weapons?
- b. Have any crimes been committed by this officer? If so, what are the codes?
- c. What possible disciplinary actions could this officer face?

At the conclusion of the individual work time, students will select a learning partner and share their responses for five minutes. The instructor may then elect to place the students into groups for further refinement, or have the student facilitator engage the class in a dialogue to elicit answers and information from individual student pairs. If the group format is selected, instruct them to create a three-minute presentation on the listed topics, and also to write a short sentence that articulates the single most important point (MIP) they learned during this exercise.

### **Activity Three**

The instructor will distribute or present the following scenario:

“After successfully completing the probationary period with a policing agency, a young deputy and several other officers go out to a vacant lot in the county to

drink and celebrate. After consuming several beers, the deputy fires several shots into the sky as a means of celebrating the end of probation.”

Ask students to take five minutes to answer the following questions:

- What crime, if any, has the deputy committed?
- If witnessed by others, what might be a sample news headline describing this incident?
- What perception might the public develop from such a news article?
- What would have been some constructive ways to reward yourself in this instance?
- If you had been present, what could you do to prevent this action from occurring? Would you notify your supervisor?

As in activity one, the instructor may elect to move students into pairs or small groups to add depth to their understanding, or engage the class in a dialogue to surface relevant points.

### **Time Estimate**

The time necessary for each of these activities can be extended or curtailed by the instructor depending on choices to engage in dialogue versus group work, and by lengthening or shortening discussion time at the end of group presentations.

### **Comprehensive Questions**

The questions as noted in each activity are intended to reinforce learning in this Domain, and also to create the desired objectives and outcomes as noted in that subsection.

### **Application**

Not only will students carry weapons in their professional duties, and be expected to use them in a lawful and appropriate manner, they will encounter persons armed with a wide variety of weapons throughout their career. This Learning Domain is intended to ensure students understand the lawful and unlawful possession or use of weapons, and how the law distinguishes between the two. Their duties will require them to discern the lawful from the unlawful, and to act accordingly.

### **Resources**

Case law examples are plentiful as resources for added learning. Most larger agencies, especially those with custody functions, also have displays of improvised weapons and similar devices officers and deputies may encounter in their duties.

## **Learning Domain 41: Hazardous Materials Awareness**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 26: *Unusual Occurrences*; and,
- LD 41: *Hazardous Materials Awareness*

### **Introduction**

This Learning Domain introduces students to hazardous materials and identifies the responsibilities of first responders to a hazardous materials (HazMat) incident. Through this block of instruction, students learn to recognize and identify hazardous materials. Students will learn the need for safety, isolation, and notification when assigned as a first responder at the scene of a hazardous materials incident. In addition, instruction focuses laws pertaining to hazardous materials and health considerations for public safety as well as others who may be exposed to HazMat.

There may be pressure to minimize public knowledge of a health hazard quiet because incidents can cause unwarranted panic, and chronic conditions can cause litigation, a decrease in property values and community image and other potential avenues of liability. First responders must always consider the immediate health hazard to those exposed to HazMat, and also those who could become exposed if appropriate containment measures are not employed. Isolating a scene, then summoning personnel that are equipped to manage and resolve the incident, are primary considerations for officers and deputies who first arrive on the scene of a suspected HazMat incident. Peace officers must also consider the possible criminal implications in HazMat incidents, whether they arise from violation of environmental laws or from an intentional release of HazMat for criminal or political purposes.

Persons in communities may worry about illnesses (such as cancer) that may result from exposure to hazardous materials. Clean air, water, and a clean food supply are not only the concern of the federal government and environmental groups. In every locality, peace officers can enhance safety and ensure their community minimizes the potential for exposure to HazMat by identifying and intervening when acts of illegal disposal, dumping, burning, storing, or use of restricted materials are present.

## **Learning Outcomes**

At the conclusion of these activities, the student will be able to:

- Identify considerations for first responders to HazMat incidents and choose which ones to utilize in a specific facts circumstance in the field.
- Compare the facts of incidents and develop a plan of action with regard to protecting the public and other safety personnel from incidents that may involve the release or presence of HazMat.

## **Activities**

For all activities, there are several important points for instructors to consider. Most prominent amongst these are to:

- Allow students the opportunity to lead the class work and subsequent discussions. This will help establish and refine their public speaking skills and group management skills
- Allow students to grapple with the concepts and discover their own understanding of the material as much as possible. While it is tempting to provide “the answer” or ready direction, students will learn at a much greater depth if they acquire the information through reflection and retention of relevant concepts
- Instructors should manage the process of learning, helping the discussion leader through sticking points, providing insight and expertise where appropriate and striving to ensure students stay focused on key concepts in the dialogue.

### **Activity One**

Select two students to act as role players for the following scenario. Instruct the class to observe the situation and be prepared to comment on what they will see. The scenario to be presented is:

“Two officers are assigned to respond to a possible burglary in an industrial part of their jurisdiction. When they arrive, they see the front door is slightly ajar, and also see a hazardous materials placard posted on a wall next to the door. The officers cautiously enter the building and determine a crime has occurred, and that the burglary suspects were gone. The officers also see two containers of a liquid compound leaking onto the interior floor of this building. They conduct a brief investigation, and then secure the building before leaving. The officers fail to notify a Hazardous-Material Unit or the Fire Department of the potential dangers of the material. In conversation as they are leaving, one of the officers tells the other he has had contact with the owner of this business on a prior call, and that the person was “less than cooperative.” He continues by telling his partner they will not notify HazMat so the owner will “pay” for the past trouble he caused.”

### Individual and Group Exercise

Instruct students to work individually to note five concerns they have with the manner in which the officers in this scenario resolved the incident. They will have three minutes to complete this listing, and then will work with their neighbor (an assigned learning partner or the person adjacent to them) for an added five minutes to share their concerns, and then develop a list of three important considerations when responding to a scene where possible HazMat is present. When this time expires, instruct pairs to locate a second pair to form a small group. The groups will have ten minutes to share their respective considerations, then to come to a consensus on the one most important point (MIP) they would tell others about how to effectively handle a HazMat incident.

Selected student leaders will instruct groups to post their MIP on chart paper or another suitable format, and then facilitate a dialogue concerning the incident, HazMat incidents in general and the responsibility of first responders in HazMat situations. Possible areas of discussion are:

- What responsibilities do the officers have to the community to report the potential danger in this scenario?
- Should they have notified the owner of the building of the potential hazard? What are the consequences of failing to notify the owner?
- What are Hazardous Material placards; what information do they contain?
- What consequences may officers face if they fail to take action in this situation?
- What about the possible exposure to the responding officers (and subsequent responders) to hazardous fumes from the leaking containers?

At the conclusion of the activities, the training staff or instructors should debrief the exercise with the students if any core concepts have not been broached and resolved. The following ideas should be discussed:

- What's in it for me?
- Who are the stakeholders in this incident?
- Does this incident create any ethical dilemmas?
- Give the students the answers if possible.
- How does law enforcement conduct and attitude affect the community, the department and the officer?

### Activity Two

Separate the students into learning groups of 4-6 persons each (no smaller than four; if the class is larger, groups may be as large as eight participants). Groups will be assigned one of several topics in this Learning Domain for which they will prepare a learning experience for the class. Depending on class size the training should be from 5-

15 minutes each. This activity is an opportunity for students to conduct independent research to acquire new concepts and learning points, and to creatively present information after reinforcing the knowledge in their own minds. The student teaching also allows the instructor to monitor the process of learning, adding expertise and insight for group consideration, and pulling out important concepts for class consideration.

Subjects may be taken from the student workbook (core concepts relative to the primary subject matter of the instructional block), or may be situational oriented. Examples of situations that may be assigned are:

- What is the current state of case law with regard to first responder obligations at HazMat scenes?
- Considering the threat of terrorism, what are likely (or possible) HazMat scenes an officer or deputy may encounter as a result of an intentional release of HazMat in a community?
- What agencies are in the officer/deputy's community or region that would be useful resources for them as first responders?
- How do police agencies request mutual aid response through the State Office of Emergency Services (OES)?
- How do police agencies and fire departments best prepare to respond to a large-scale incident involving the release of HazMat into the environment?
- How can officers and deputies learn to quickly read HazMat placards they see on vehicles and buildings on their beats?

### **Time Estimate**

The time for each learning activity may vary depending on class size and time the instructor elects to take for group or individual presentations. Time considerations are noted within each activity.

### **Comprehensive Questions**

Emerging considerations regarding Weapons of Mass Destruction (WMD) have altered the police perspective of hazardous materials incidents due to their capacity as weapons to be dispersed for political reasons. It is important to acknowledge this aspect of the issue, but also to emphasize the more common incidents in which peace officers may encounter these substances in their duties. Group assignments and presentations may be organized to highlight these dangers by focusing on incidents such as industrial releases, traffic or rail collisions or accidents and single-victim hazmat incidents in homes or businesses due to exposure to materials in common use.

**Application**

Students should leave this training block with an understanding of the nature and variety of potential situations to which they may respond in their duties, and also the obligations and responsibilities as peace officers they have when responding to an actual or suspected HazMat incident.

**Resources**

There are ample resources for instruction and learning from POST, State OES, regional HazMat teams, various entities in the federal government charged with the response and investigation of these incidents and other public and private organizations engaged in the transport, storage or sale of hazardous materials.



## **Learning Domain 42: Cultural Diversity/ Discrimination**

### **Prerequisites**

Prior to these learning activities, the students shall either have been instructed in or had the opportunity to study the student workbooks and noted materials for:

- LD 1: *Leadership, Professionalism, and Ethics*
- LD 3: *Policing in the Community*
- LD 26: *Unusual Occurrences*; and
- LD 42: *Cultural Diversity/Discrimination*.

### **Introduction**

A learning activity is required as a component of instructional delivery in this Domain. Understanding diversity goes far beyond cultural definitions and includes all of those characteristics that distinguish us from one another. It is not enough to tolerate or merely accept differences; it is important to value the unique and rich contributions that everyone brings to our society, and to competently respond to anyone with whom the officer or deputy will come into contact.

There are at least three reasons why peace officers should understand diversity to develop the skills and competencies necessary to respond professionally in their duties:

- Learning about diversity enriches our lives. It helps to break down myths and misconceptions, helps to ensure equality, and lays the groundwork for mutual respect and dignity.
- Understanding the diverse cultures and perspectives in our communities is “good for business.” Peace officers who understand these dynamics are more likely to have successful outcomes in their contacts with others than those who rely on intuition, or who use only their own background and values to resolve conflict.
- Achieving competency in the recognition and application of culturally appropriate actions is good for the policing profession. Agencies that recognize and embrace diversity are more likely to form constructive partnerships with persons and groups in their community who might otherwise not engage with the police to enhance the quality of life in their neighborhoods. Those agencies are also more likely to attract and retain persons from a broader cultural background, thus enriching the capacity of the organization and serving the goal of building a department that reflects the breadth and values of the community they serve.

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 each person with respect and integrity no matter their race, creed or religion. It is not enough to accept differences; we must understand differences are to be valued and celebrated for the rich contributions they provide to our society. 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" or "they're all alike" are all ways that thought and speech divides us and inhibits our capacity to see others on equal terms. Some peace officers may believe they have the right to think anything they want as long as they act in a professional and unbiased way. Thought, speech and action are interwoven; however, and it would be unreasonable to expect a bigot to respond reflexively to a person they devalue in a manner that is consistent with the ideals of police service.

### **Learning Outcomes**

At the conclusion of these learning activities, the student will be able to:

- Contrast, compare and distinguish the values, perspectives and differences amongst persons with whom they come into contact, and adapt their behavior in response to interactions with any individual or group.

## **Activities**

### **Activity One**

This activity is group research and presentations on the history and issues of many Californians of differing ancestries and cultural backgrounds (select as desired; modify and enhance as appropriate).

1. African Americans (beyond slavery into the economic forces leading to the slave trade, impact on American society and related issues in contemporary society)
2. Immigrants from Mexico and other Central American countries (historical background, the bracero and other guest worker programs, current issues and the moving border pre- and post-Mexican-American War)
3. Chinese immigrants (especially immigration to America to work on the railroads and during the CA Gold Rush, and then to today)
4. Southeast Asian communities (Vietnamese, Laotian, Thai, Filipino and others)
5. European immigration (esp. 19<sup>th</sup> century immigration and prejudice amongst various groups)
6. Native Americans (focus on regions or major tribes, historic discrimination and current events with the impact of gaming)
7. Japanese immigrants (esp. WW2 and internment)

8. Persons with disabilities (historic issues, impact of the ADA)
9. Religious groups (Muslim, Jewish, Sikh, Buddhist, Mormon, Christian, etc.)
10. Lifestyle differences

Allow groups time to research what forces induced the movement to America, what advantages and disadvantages particular groups may have experienced, especially those that differed from the majority ethnicity. If study of religious groups, the gay community, Native Americans or persons with disabilities is assigned, groups should specifically assess historic levels of prejudice, current issues and future trends. This may be a weekend or week-prior assignment for groups, and is best done if they are given time for independent study and research. They should use any available resource to develop a five-ten minute presentation to enrich understanding and the cultural competence of themselves and other students. Emphasize that others should be able to see the issue through the eyes of the ethnic or cultural group as an outcome of the presentation, and that it should not be a “lecture,” rather, it should be active and involve the audience in the learning process.

During the presentations, the instructor will keep time or delegate that responsibility to a class member; after each presentation, facilitate group discussion, questions from others and to conduct activities (charting learning points, etc.) to reinforce learning.

## **Activity Two**

### **Racially Biased Policing**

There has been ample discourse in public forums regarding police conduct that is prompted by the officer or deputy’s perception of the person’s race, ethnicity or similar appearance or conduct. This dialogue has resulted in court action restricting the police from certain actions with regard to “profile” stops for drug trafficking, racial profiling studies in academia and the media, data collection efforts to validate or refute allegations of such conduct, and a variety of anecdotal evidence that allows persons to view the issue from a broad variety of perspectives. The intent of this activity is not to endorse perspectives in support of, or detracting from, the issue of racially biased policing. It is intended to allow students to learn about the topic and to demonstrate their understanding of facts and ideas underlying the issue from a variety of viewpoints.

This activity is presented as either small-group work or a class exercise. It may be supported by an appropriate video clip of one or more incidents that have been in the media regarding “racial profiling” by the police.

Choices for the setting of the problem may be:

1. During evening patrol, officers stop a vehicle driven by a person they recognize as an African-American celebrity (sports, music, etc.). Subsequent to the contact, the contact becomes fodder for local and regional media outlets, and letters to the editor begin appearing that question whether or not the officers stopped the person for no other reason than his appearance.
2. An officer patrols an area known for recurring problems of drug sales. The neighborhood is predominantly Hispanic and African American. One evening, the officer sees what appears to be a college-age white male driving slowly through the neighborhood in a small foreign compact car. The officer suspects the driver is looking to make a drug deal, so he initiates a traffic stop to investigate the reason for his presence in the area.
3. A deputy sees a youthful-looking African-American driving away from a popular nightspot, driving a near-new BMW 7-series car. The deputy is suspicious the youth might have just stolen the car from the parking lot of the nightclub, so she initiates a stop to verify ownership of the car.
4. On a Saturday afternoon, an officer sees a group of Hispanic youths sitting on the hoods and bumpers of 2-3 cars parked in a lot adjacent to a public park. The park has experienced substantial damage from graffiti and the destruction of park benches and planters recently, so the office stops to contact the group to see what they are doing.

One or more to student groups should be assigned to discuss relevant issues. The process of inquiry should be:

Have students individually work for five minutes to identify:

- The legal and civil rights implications of the conduct of the peace officer in this situation.
- The impact on the officer's agency due to publicity regarding the incident or contact.
- What choices the officer or deputy had when faced with these facts circumstances.

At the end of five minutes, form students into groups of 4-6 persons to share their individual findings, and then develop a list of:

- The three most important things to consider when electing to make or refrain from contact with a person not engaged in overt criminal activity
- Two possible objections to the officer's conduct by the person/s contacted.

- The single most important point (MIP) they learned from their discussion and study of the issues.

Subsequent to group work, selected student leaders will facilitate class discussion and reinforce core concepts of lawful action by the police, respect for others, and not engaging in police contact merely based on a person's appearance, presence or for facts unrelated to their actions.

### **Activity Three**

#### **Hate Crimes**

This activity is perhaps most effective is used as an introduction to the topic of hate crimes. Rather than beginning the block of instruction with lecture or other teacher-directed information, the instructor may elect to start the class with the described scenario, with follow-up work by students to reinforce learning.

Read the scenario to students, and then instruct them to work individually on the listed questions for three minutes. At the instructor's signal, each student will turn to their neighbor and work in pairs to compare thoughts and findings, and to be prepared to respond to questions once the class reconvenes. The scenario is:

“Officers are called to a home that had been vandalized. When they arrive, they see the home's windows were broken with rocks and the phrase ‘get out’ was spray painted on one side of the house. The residents make contact with the responding officers, and the officers see the couple is a white husband in the company of his African-American wife. They say they moved into the neighborhood only a few weeks prior, and that nothing like this had happened before. The officers complete their interview with the couple and examine the evidence of vandalism; however, they do not take photographs of the damage or make contact with anyone else before clearing the call. They later file a misdemeanor vandalism report at the station.”

Questions for individual and paired work are:

1. What crime or crimes may have occurred based on the description of damage at the scene?
2. What does this illustrate about proper investigation and documentation of this crime?
3. Did the officers fail to complete necessary steps in this investigation?
4. What personal experiences do class members have that would relate to this issue?
5. How could the officers' handling of the investigation affect this family?

At the conclusion of individual and paired work, the instructor will select students to research laws related to hate crimes, and then lead a class discussion regarding the nature of the crime, how to identify a hate crime as defined in the Penal Code, and how to properly investigate a crime of this nature. The total time for this activity will be two minutes to read the scenario and give directions for the completion of work; three minutes for individual work; three minutes for paired work, then discretionary time from 10-30 minutes to complete student discussion of necessary concepts.

#### **Activity Four**

Assign the students to describe their own cultural heritage. How many generations of their family have been born in the United States, and how many were born in California? What experiences have they or their friends and family members encountered where they felt they were treated differently because of their race, gender, appearance or other similar factor? Have the students' document what others would need to know about their cultural heritage to work more effectively with them. Have students share their information with other students in a group setting.

This activity may be used either as individual work in-class, followed by class discussion facilitated by the instructor or a take-home assignment for use in the next block of teaching.

#### **Activity Five**

Use the following statements to facilitate a class discussion of cultural diversity and discrimination. As an alternate, the instructor may wish to frame these issues as questions (e.g., "Why is it...") or framing an initial declarative sentence followed by a question (e.g., "A powerful motivator is... Why would a person's race or religious belief be...?") on a card or half-sheet of paper. Select students randomly, or assign groups to briefly discuss an item, and then have their selected spokesperson provide an answer to the class.

In the individual response format, hand a card or half-sheet to the student volunteer, and then give them one minute to consider their response. They will have two minutes to present their thoughts and findings to the class, after which the student will field questions from the class. The instructor will facilitate the Q&A process. In the small group format, consider giving groups differing scenarios, allow them five minutes to discuss and refine their thoughts, then select one or more members of the group to present their findings to the class. The Q&A process and responsibilities are the same as noted for the individual presentation exercise.

Some topics for this activity may be:

1. Why is it the responsibility of peace officers to recognize, learn about, and appreciate the cultural norms and differences in the communities they serve?
2. How does an understanding of ways to competently interact with persons from differing groups serve to ensure the principles of equality are served?
3. How does cultural competence relate to officer safety?
4. How does it benefit an officer or deputy's agency when they interact competently with persons from differing backgrounds, beliefs or cultural norms?
5. A powerful motivator for violence and revenge is personal humiliation. How might a member of the community seek ways to "get even" with a peace officer who has demeaned or disrespected them?
6. Beyond initial training, what are some of the best ways to ensure your skills regarding cultural competence remain current?
7. Why do peace officers sometimes conclude with a presumption of the intent of another based on their appearance?
8. Neighborhoods change as populations shift. How do officers ensure they see what is actually present, and not what they expect to see?
9. How might an investigation into a criminal incident be impacted by the investigating officer's beliefs about culture, gender, or lifestyle of others?
10. Peace officers often say that they deal with the worst of life. How does this perception affect a deputy or officer's conduct when in contact with persons in groups or areas they see as "the worst"?

As an option, rather than dealing with the items listed above on an individual basis, consider having the class create a holistic response incorporating as many of the considerations as are appropriate.

The time requirements for this exercise may vary from 20 minutes up to a 50-minute block of time. This will depend on the depth of learning desired, the reinforcement of knowledge sought by the instructor and the variety of thoughts, ideas and solutions presented within the student presentations.

### **Time Estimate**

Time requirements are noted within each activity.

### **Comprehensive Questions**

Activities in this Learning Domain are rich with opportunities for comprehensive questions concerning cultural diversity, the competencies necessary for peace officers to interact effectively with persons across a broad spectrum of backgrounds and issues

related to the way in which communities view their policing agencies with respect to support of all persons they are charged with protecting and serving.

### **Application**

This Learning Domain contains material that some students might find initially offensive, or which a level of defensiveness might easily emerge due to the criticisms policing faces from persons and groups that may assert the police do not value the diversity of their communities. It is important for instructors to address possible student concerns, and to provide a psychologically safe environment for students to explore their values and perspectives as they learn to apply concepts presented in this Domain.

### **Resources**

There are community groups, local, regional and national organizations and public, private and religious organizations that have shown a willingness to assist peace officers in their work to enhance their understanding and appreciation of those in their communities. There are also ample video and print resources for use to reinforce learning during training and learning activities. Added resources are:

- Training and Testing Specifications for Peace Officer Basic Courses, LD42; Learning Activities for LECP

# **APPENDIX**

### **Active Learning Concepts**

As an educator once said, “I will only lecture when I determine that it will do more good than harm.” This reflects his belief that the traditional means of presenting information in the classroom falls well short of effectively transferring learning to the student.

In our journey to move academy training into a form that will be suitable for the challenges of the emerging century, it is important to understand why we are moving to a learning environment that stresses the student’s responsibility for learning rather than the instructor’s responsibility for teaching.

The concepts of Active Learning embody a spirit of active participation by the student, learning activities facilitated by the instructor and an experiential forum where you, the instructor, help students form their own understanding of concepts rather than relying on memorization and test competence to validate knowledge gained by students.

Active learning is at least as old as Socrates, and has gained popularity in all levels of education. As previously noted, much of this is due to the acceptance of research conducted by Malcolm Knowles and others into the learning styles and preferences of adults.<sup>2</sup> The student-centered classroom moves instructional emphasis to those actions and methodologies that will do what the instructor really wants to accomplish; transferring knowledge to the student that is retained and used effectively once in the real world. Group work, student presentations, role-playing simulations and experience in settings as close to those they will encounter as officers or deputies is the best way to “imprint” the learning into their repertoire of skills as graduates of the basic academy.

The learning activities you will find in this guide are consistent with the most effective techniques of presenting training in a manner that allows the student to retain and apply it once beyond the academy setting. It is important to note that does not mean abandoning theory and instruction in the presentation of training. Using lecture, theory and facts as a foundation for experiences is an appropriate way to reinforce concepts to be retained and used throughout the student’s career. Their exclusive use is not, however, in keeping with best practice.

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<sup>2</sup> There are numerous educators and theorists in support of concepts related to Knowles, as well as those who specifically address the need to teach critical thinking skills, emotional intelligence and related adult skills. See David Kolb, Daniel Goleman, Howard Gardner, et al.

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### Cognitive, Affective and Psychomotor Skills

POST defines three levels of mastery (cognitive behavior) that students are expected to exhibit as they progress through the academy. The levels (knowledge, comprehension and application) are derived from work done over the past fifty years to classify levels of learning in education.

You may be familiar with the way professional positions are described in terms of their Knowledge, Skills and Attitudes in human resource documents. The Cognitive domain is the Knowledge set. An increase in knowledge and development of intellectual skill is the goal when teaching in the domain. Physical skills are the Psychomotor Domain. An increase in physical movement and use of motor-skill (physical doing) is the goal. Attitudes are consistent with the Affective domains. The skill with which we deal with things emotionally, a change of attitude or acceptance of other's attitudes is the goal.

In the training of new officers and deputies, the driving, firearms and defensive tactics skills would be the psychomotor domain. Specific applications of professional knowledge would be cognitive, such as identifying elements of a crime, writing out the phonetic alphabet. Topics like ethics, as well as aspects of leadership and policing in the community would be affective domain topics. Examples would be, empathizing with a caller, accepting responsibility for one's behavior, respecting someone with physical disabilities.

As the Cognitive, Affective and Psychomotor domains were clarified, Benjamin Bloom and his colleagues worked to develop a taxonomy (an ordered group or classification of related concepts) of behaviors from the simplest to the more complex.<sup>3</sup> Bloom's Taxonomy is not the only system devised, nor is it absolute. It is, however, easily understood and perhaps the most widely applied educational taxonomy today. You will see a good number of familiar terms in it, and may recognize that test items, lesson plans and educational objectives in the POST basic course and in-service training presentations include Bloom's Taxonomy as a part of their foundation.

Although there are competencies and levels of mastery in the affective and psychomotor domains, the education of students in an academic or basic course setting relies on displayed cognitive behaviors or actions that relate to the course curriculum, educational objectives and the learning activities presented herein.

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<sup>3</sup> A revision of Bloom's Taxonomy was published by Lorin Anderson in 1991. The revised taxonomy placed "Creativity" at the sixth level of the taxonomy. POST uses the original version of the taxonomy; however, so this guide will refer to it throughout

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### **Bloom's Taxonomy**

The Cognitive domain relates to the development of intellectual skills and the knowledge contained in a particular profession or discipline. The six categories listed below range from the simplest to the most complex categories; it is important to note that the first one must be mastered before the next one can be addressed (e.g., to analyze something, you must first comprehend it).

<u>Level of Abstraction</u>	<u>Skills and competencies demonstrated</u>
Knowledge – The recall of data or facts; an ability to recite from memory	<ul style="list-style-type: none"><li>• Observation and recall of information or data</li><li>• Knowledge of dates, events, code numbers, addresses and names</li><li>• Knowledge of major ideas or concepts in a discipline</li><li>• Mastery of recall of subject matter</li><li>• Knows rules, policies or procedures</li></ul>
Comprehension – Understanding the meaning or concepts, problems and instructions	<ul style="list-style-type: none"><li>• Understand and grasp the meaning of information</li><li>• Use information to construct new meaning</li><li>• Compare, contrast, convert and translate information; e.g., can write in one's own words the meaning of information</li><li>• Ability to prioritize, rearrange and reallocate the importance or significance of information or knowledge</li></ul>

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Application – Being able to use a concept in a new situation; transferring knowledge gained as a student to a real-world situation	<ul style="list-style-type: none"><li>• Can use information in known and novel ways</li><li>• Can illustrate, demonstrate or apply knowledge to solve problems or situations</li><li>• Can experiment , change, reclassify or modify knowledge to apply to new circumstances</li></ul>
Analysis – Can separate fact from opinion; identify component parts of a concept or problem to solve complex problems	<ul style="list-style-type: none"><li>• Can use deductive reasoning to solve complex problems</li><li>• Can recognize weaknesses or misperceptions in reasoning or intended action</li><li>• Can see hidden meanings or concepts, recognize patterns in facts or situations or connect disparate ideas to explain phenomena</li></ul>
Synthesis – Can construct a whole from separate or diverse components; can develop new meaning from facts or concepts used in different ways for previous issues.	<ul style="list-style-type: none"><li>• Can use known ideas or concepts to create new ones</li><li>• Can draw conclusions or infer outcomes from known facts</li><li>• Can generalize from specific concepts or specify from generalized concepts</li><li>• Can integrate knowledge from several sources to solve a problem</li><li>• Can compose, combine, design, arrange, reconstruct, reorganize, summarize or communicate new constructs</li></ul>
Evaluation – Can judge the value of ideas or concepts; compare solutions or proposed actions against their likely outcomes.	<ul style="list-style-type: none"><li>• Compare and contrast the relative benefits and drawbacks of ideas, concepts or intended actions</li><li>• Can make choices based on professional judgment from synthesized use of knowledge or previous application and analysis</li><li>• Can recognize the inherent subjectivity of conclusions, knowledge of others or possible outcomes to actions.</li><li>• Can defend and justify actions using a rational basis and sound support from known concepts.</li></ul>

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## Appendix

### Definitions

#### Leadership

- The practice of influencing people,
- using ethical values and goals,
- to produce an intended change.

#### Ethics

- The accepted principles of conduct,
- governing decisions and actions,
- based on professional values and expectations.

#### Community Policing

- 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, and improve the quality of life in the community.

#### Active Learning

Active Learning is the use of one or more interactive approaches to education and training for the purpose of engaging students in their work to acquire and understand knowledge. The active learning classroom is one that de-emphasizes lecture and other teacher-centered forms of instruction in favor of engaged class environments that are learner centered. Examples of active learning are:

- Adult learning activities
- Experiential learning activities or exercises (note: students don't learn from experience, they learn from using experiences in an educational setting)
- Paired or small group work
- Problem solving exercises
- Blended learning using appropriate technological resources to support training
- Case study exercises
- Problem-based learning exercises
- Individual, group and class work using visual, auditory or kinesthetic stimuli to prompt discussion, discourse and related class work.

The foundation for the transition to active adult learning is found in the adult learning theories of Malcolm Knowles and others in their studies of how adults learn as opposed

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to traditional teacher-centered models of child and adolescent education.<sup>4</sup> Instructors should be familiar with the Knowles research as a foundation for effective lesson planning and delivery, as well as other methodologies appropriate for the academy training environment. In short, adult learning theory is founded on the principles that effective training will be:

- **Relevant** – to the experience or intended experience of the adult learner. Whereas children and adolescents will attempt to learn content isolated from its application, adults learn best when they see the relevance of the taught concept to their experience
- **Engaged** – the adult learner retains knowledge and concepts more readily if they are engaged in the process of discovery and exploration rather than being the recipient of information
- **Active** – the learning process should be active, and replicate as closely as possible the environment within which the skill or knowledge will be applied. For instance, rather than memorizing code sections, adults would retain that knowledge and apply it more effectively if they worked to discover the content, then were able to practice its application in a simulation or scenario.
- **Learner-centered** – The traditional intent of the educational classroom was to ensure concepts were taught, and that students were prepared to pass tests and other measures of their progress. Unfortunately, the student's retention of that knowledge was often nominal beyond the confines of the class. The emerging intent of academy training is to produce the most effective outcomes possible; to see students apply classroom skills in a real-world setting. The focus on the learner acquiring knowledge, rather than on the teacher's management of it, is a critical step in effective training

### Facilitation in the 21<sup>st</sup> Century Classroom

Facilitation – the act of making easy or easier; the act of assisting or making easier the progress or improvement of something (Princeton University Dictionary, 2003)

OK, what does it all mean? Do you need to start over as an instructor, relearn everything you thought you knew about teaching and classroom management? Hardly. You were most likely selected to be an instructor for the basic course because you have subject-matter expertise in subject area in which you teach. More importantly, you have the initiative, passion and dedication as a professional to want to help mold the next

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<sup>4</sup> Expanding on his earlier work, *Informal Adult Education* (1950), Malcolm Knowles published *The Modern Practice of Adult Education – Andragogy versus Pedagogy* (1970) which propelled the movement to distinguish adult learners and their motivations to learn (andragogy) as opposed to children and adolescent learners (pedagogy). Knowles work generated more than 200 professional articles by others in the next decade, and remains a significant foundation for all subsequent theory for the education and training of adults.

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generation of peace officers for your community. There is no better way to enhance the future of policing than to provide a solid foundation of knowledge and experience in the police academy, and to convey the knowledge you possess to the students in your class.

As has been said countless times, the best way to learn anything is to teach it. When you prepare your lesson plan, think about what you would want to learn from an instructor teaching this class. Think back to the best teacher you ever had, or perhaps the best class in your own academy experience. Without doubt, it wasn't a lecture or handout review session where you were memorizing code numbers or policies (not that knowing these things isn't important; they are. Students will learn them where they will retain them best; most often in their field training experience). It was most likely a setting where you saw the importance of what you were learning, and where the instructor was excited, helpful and seen as a mentor, expert or resource to you and your peers. Becoming an effective facilitator pulls that sense of attachment and meaning into class environments to allow the student to learn more, retain more and be able to use what you taught once they are on the streets.

Facilitation is a sub-set of effective instruction in the modern learning environment. Whereas traditional teachers might say "They don't know anything. I'll tell them what they need to know" a quick look at adult learning theories reflects the truth that underinvested learners in any setting (even a police academy) will retain only a small portion of what they are taught unless they see a relevance in what they are tasked to learn and are engaged in the process.

The emphasis of academies has transitioned from being dedicated to ensuring recruits pass tests and graduate to one where their training is focused on applying what is taught, and where the academy is the front half of a larger training experience which also includes the recruit's field training or other advanced training after walking out of the academy with that diploma under their arm. As a member of their instructional staff, your goal and obligation is to create a learning experience that will be memorable, and which will impart to them the skills and knowledge they will need to display competence both in the academy and in the streets once performing their jobs as peace officers.

## **Background to the POST Leadership, Ethics and Community Policing Project**

One of POST's Strategic Plan objectives is to integrate Leadership, Ethics and Community Policing (LECP) into the hierarchy of mandated courses, including the Basic Course. About 5,000 recruits enroll in the Basic Course every year. The Basic Course includes a minimum of 664 mandated hours of training administered through 41 Learning Domains (instructional units that cover related subject matter).

A Steering Committee comprised of academy directors; agency executives, organization representatives, and other recognized experts, met in 2001 and 2002 to establish guidelines, scope, advisory direction and review findings of a Subject Matter Expert (SME) Committee for the integration of LECP across the curriculum. During that time, seminars were also held with SME'S for input, validation, research analysis and literature review.

The POST Commission, at its April 2002 meeting approved an implementation plan, previously endorsed by the Steering Committee. The plan (provided in the Appendix), included 27 recommendations that covered selection criteria for peace officer candidates, instructor training and delivery methods and revisions to Basic Course design. The plan also proposed about 342 modifications to the Basic Course curriculum, suggested assessment criteria, a pilot phase and a two-year implementation phase for statewide adoption.

Upon Commission approval, POST defined a three-pronged approach to the integration process:

1. Form an alignment committee to compare the existing Basic Course with an entry-level patrol officer job analysis and determine if all the current Basic Course content is essential to the job readiness of an entry-level officer who will enter a field-training program.
2. Form an integration committee to determine where to integrate leadership, ethics and community policing (LECP) content in the Basic Course as a seamless common theme. Integrating leadership, ethics and the community policing core elements of problem-solving and police-community partnerships were identified as critical priorities to be reinforced themes throughout the Basic Course. Agencies that were part of the integration committee agreed to have their academies pilot the integrated material.

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3. Continue to present the Basic Course as currently constituted until the following tasks are completed:
  - The alignment of the Basic Course curriculum with the findings of the entry-level job task analysis
  - Integration of the leadership, ethics, and community policing (LECP) content has been successfully designed, developed and piloted.
  - The work of the alignment and integration committees is combined to form a revised Basic Course
  - The revised Basic Course is reviewed and approved by the Basic Academy Consortium, POST Commission and the Office of Administrative Law. When this administrative process is complete, the revised Basic Course will replace the current Basic Course.

The alignment committee consisted of selected academy directors and coordinators, academy trainers and educators with substantial policing experience, knowledge of the learning process and the Basic Course curriculum. They used the following information as foundational sources for their work:

- *The 1998 Entry-Level Uniformed Patrol Officer Job Analysis*
- *The Training and Testing Specifications for Peace Officer Basic Courses*
- *The Basic Course Workbook Series* (Student Workbooks)
- Legislative Mandates that directed specific training for the Basic Course
- Critique and evaluations by Field Training Officers
- Experience and expertise of the committee members
- Testing criteria approved by the POST Testing Committee

The above documents and information provided the alignment committee with resource tools to closely compare the existing Basic Course learning objectives with the actual tasks, knowledge, skills, abilities and attitudes needed and performed by entry-level patrol officers and deputies. Through the evaluation process, the committee was able to establish a basis for modification, deletion or compression of curricula.

Four basic course academies were selected to pilot draft LECP curriculum, including the use of structured learning activities in each Learning Domain. These academies were:

- The Los Angeles Police Department Recruit Academy
- The Napa Valley Criminal Justice Training Center
- The San Diego Regional Public Safety Training Institute
- The San Bernardino County Sheriff's Regional Public Safety Training Center

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Workshops were held with representatives from the pilot academies to address recommendations contained in the integration plan, identify existing best practices and lessons learned and collaborating on modification of training objectives, design of learning activities, curriculum development, instructor delivery and evaluation instruments.

As a result of the workshops, a *Supplemental Guide* (now revised and renamed as the *Instructor's Guide to Learning Activities*) was drafted. The guide contained about 100 learning activities designed to improve students' critical thinking, enhance leadership competencies for the line officer, develop ethical decision-making abilities, reinforce creative problem-solving skills and broaden police-community partnering practices. (In addition, a resource entitled *Ethical Decision-Making Tools for California Law Enforcement* was written and published in January 2004 and made available to academies and policing agencies in California).

More than 6000 student and instructor evaluations were collected from the four academies that piloted the use of the learning activities in 2003 & 2004. The evaluations revealed the general success of using an active adult learning environment and structured learning activities to reinforce knowledge, enhance transference of learning and retention of material. The evaluations also identified that to effectively integrate the structured activities into the Basic Course curriculum, instructors needed to develop enhanced facilitation skills. Such training for instructors began in 2005 and is currently on-going. (The facilitation skills training was endorsed by the POST Instructor Standards Advisory Council (ISAC)).

During pilot testing it was determined that the addition of the learning activities did not measurably increase the overall hours in the Basic Course.

Research on the LECP project also disclosed a need to develop an ethical decision making model to afford recruits an opportunity to build upon prior planning strategies to make sound judgments, accept personal responsibility and to recognize the severe consequences of poor ethical decisions. (Note: POST is addressing this need in a current contractual arrangement with the Josephson Institute of Ethics).

The work of the members of the Steering, SME, Integration, and Alignment Committees and Pilot academies resulted in action by the Basic Course Consortium to approve significant modifications to the content of the course. Using this approval as a foundation, the POST Commission at its July meeting, approved the revision (and certain deletions) of about 587 of the more than 1400 learning objectives in the Basic

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Course that were found to be inconsistent with the essential job tasks for the entry-level peace officer, or more suited for training during the student's field-training experience.

In addition, the approved revision included mandated learning activities for leadership, ethics and community policing to be contained in 16 of the 41 learning domains as set forth in the *Training and Testing Specifications for Peace Officer Basic Courses*.

Although the number of learning objectives was reduced, the minimum mandated hours of the Basic Course remained at 664 hours. This was done, in part, to allow academy instructors to use the time for active learning as a means of producing the kind of academy graduate who would possess the knowledge, skills, abilities, attitudes, beliefs and behaviors necessary to succeed in the field as a peace officer.

Because of this work, the future of police academies is grounded in the tenet that the academy's mission is to graduate students prepared to succeed in the next phase of their training in the field. For practical purposes, consider the academy and field training as a single training experience in two parts. The role of the academy, therefore, is to ensure the preparatory experience is one that simulates the issues, situations, complexities and challenges graduates will face in their duties as peace officers, and that the education they receive is only as valuable as it is applicable by those receiving it.

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LEADERSHIP, ETHICS AND COMMUNITY POLICING  
INTEGRATION PROJECT

**Implementation Plan**

April 2002

Dan Toomey  
Management Fellow

## **IMPLEMENTATION PLAN**

*Purpose:* To integrate the principles, concepts, strategies, competencies and techniques of leadership, ethics and community policing throughout the entire basic course curriculum based upon a three-year plan to pilot course changes. The plan was designed as a guide to be as practical and flexible in detail as resources or objectives change in order to realistically accomplish the intended goals.

*Goals:* To inculcate the principles, concepts, strategies, competencies and techniques of leadership, ethics and community policing as a common theme throughout the basic course without expanding the current minimum number of training hours.

*Objective:* To reinforce the principles, concepts, strategies, competencies and techniques in appropriate curriculum content, scenarios, facilitated discussions, and tests of the basic course.

*Strategies:* Integral components of the plan included, analysis of submitted data, curriculum design and delivery, instructor training and development, assessment criteria, pilot implementation and evaluation.

*Assumptions:* Incorporated into the plan are the primary assumptions of the project - the minimum number of hours in the basic course will not be expanded, community expectations to improve police accountability have increased, and agencies throughout California are adopting and embracing the philosophy of community policing.

Cornerstones of the plan rely on extensive research, findings of the subject matter expert committee, and recommendations of the steering committee. Elements of the plan include: administration, analysis, pilot selection, curriculum revision, course design and delivery, sequencing, instructor training and development, evaluation, editing and production, resources, and transition period.

The plan also includes provisions for periodic status reports to the Long Range Planning Committee and the POST Commission.

### **Administration**

Under the direction of a project manager assigned to the Basic Training Bureau, an analysis team of internal and external stakeholders will be assembled. The team will be comprised of selected subject matter experts, basic course presenters, and POST personnel (Basic Training, Training Program Services, Information Services, and

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Standards and Evaluation) to affirm goals, establish objectives to achieve the goals, determine critical data to be collected, delivery methodologies, assessment (testing) strategies, implementation issues and selection of pilot sites.

Subject matter experts may include professionals with advanced training, law enforcement personnel with recognized topical or operational expertise, or community members with substantial knowledge in a particular field.

The integration project will not only involve Basic Training, Training Program Services, Standards and Evaluation, and, Information Services, it will have ramifications for Training Delivery, Management Counseling, Course Quality Assessment, Administrative Services, Computer Services Bureaus and the Center for Leadership Development within the POST organization. As a result, the Executive Office will oversee internal management issues, roles and responsibilities to facilitate a collaborative team effort.

### **Analysis**

This phase will include an assessment of the entire basic course instructional system, pilot selection and curriculum revision. The research data (Master Integration Document, Alignment Studies, Traits and Competencies Summary, and Summary of Recommendations) will be used as foundational resource material.

The *Training and Testing Specifications for Peace Officer Basic Courses*, POST-knowledge tests, scenario tests, exercise tests, instructional activities and the 45 student workbooks (41 used by the Regular Basic Course and 4 used by the Specialized Investigators Basic Course) will be reviewed to address two objectives of the project – (1) assess the present basic course instructional system to provide better alignment with essential job tasks of the entry-level officer; and (2) integrate the principles of leadership, ethics and community policing - without increasing the minimum number of instructional hours.

In addition, the review will recommend (1) deletion of instructional material judged to be redundant, outdated, unnecessary or inconsistent with the *Entry-Level Uniformed Patrol Officer Job Analysis*; and (2) the movement of selected curricula from the basic course to the Field Training Program.

Knowledge acquired from the review should allow content of the existing curriculum to be compressed without a negative impact on quality, increase in administrative time for testing and instructional activities, and facilitate the inculcation of the principles,

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concepts, strategies, techniques and competencies of leadership, ethics and community policing.

An intended outcome of the analysis should be an enhanced alignment of the basic course and the field-training program as integrally linked components of the basic training cycle for entry-level peace officers. Simply, the field training program should be an extension of the basic course.

### **Pilot Selection Criteria**

Three to five basic course presenters (academies) will be selected to pilot the revised course. Pilot programs will provide feedback, assess course effectiveness, evaluate outcomes of graduates, and generate validation data for appropriate revisions prior to statewide implementation. Volunteer pilot sites will be chosen from among the existing 39 POST-approved academies. The following criteria will be considered in selecting pilot agencies:

- Current hiring/enrollment
- Size of academy
- Organizational issues
- Audit/evaluation
- Endorsement of integration project
- Type of academy (intensive/modular)
- Availability of personnel to be assigned to project
- Regional Community Policing Institute (RCPI) affiliate
- Agency Field Training Program
- Advisory committee
- Academy Director (full/part-time)
- Managerial Leadership
- Academy Instructor Cadre
- Service Area
- Academy Facilities

### **Curriculum Revision**

A curriculum revision team comprised of subject matter experts in the disciplines of leadership, ethics and community policing, instructors (accredited with adult learning techniques), and subject matter experts in the 45 learning domains, will recommend revisions to the basic course curriculum to integrate the principles, concepts and strategies of leadership, ethics and community policing.

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Use of the Master Integration Document with the 342 recommended modifications would serve as a beneficial resource. The team will address the curriculum of the 45 student workbooks including knowledge tests, scenario tests, instructional activities and exercise tests, to make appropriate revisions including development of material for facilitated discussions.

The revisions will be implemented with the pilot academies. To ensure that the modifications are appropriately integrated, selected subject matter experts will monitor and evaluate pilot courses.

### **Course Design and Delivery**

This phase will include sequencing of learning domains, teaching delivery techniques, instructor training and evaluation instruments to assess outcomes.

Design of the basic course should be congruent with the tenets of community policing, provide tools for ethical decision-making, and deliver instructional material to cultivate autonomous line officer leadership. An interactive training delivery system will be incorporated into the design to ensure a high degree of transference and retention of the training material.

Following the recommendations of the SME and Steering committees and corroborated through extensive research, the widespread use of the principles of adult learning (action learning) must be utilized in the basic course. Adults learn best from experience and working on real-world problems rather than from extensive note taking and memorization.

Training must address not only the mechanics of problem solving but also the application of scanning, analysis, response and assessment (S.A.R.A.) to common community problems that the police confront. Training should not be limited to reactive enforcement techniques, investigation or knowledge of laws and policies; but encompass the nature and known causes of the problem, and proven methods of effective prevention, intervention and reduction.

Similar processes should apply to ethical decision making with repetition and reinforcement. Recruits should be tasked with *real-life* experiences that challenge their critical thinking skills and leadership development. Training design must afford recruits the opportunity to build prior-planning strategies to make sound judgments, avoid mediocrity and accept personal accountability, and to recognize the severe consequences of poor ethical decisions.

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In this phase, subject matter experts will review and modify existing scenarios, learning exercises, and instructional activities to incorporate the recommendations of the SME and Steering committees. The preferred delivery technique will be the use of facilitated discussions as student-centered instructional activities to replace lecture, whenever possible.

### **Sequencing**

Sequencing and presentation of the basic course should be designed to ensure that the learning domains have a building block approach and connectivity with one another to continually reinforce leadership, ethics and community policing as a common fabric throughout the instructional system.

For example, Learning Domain #1 (*Leadership, Professionalism and Ethics, as revised*), and Learning Domain #3 (*Policing in the Community, as revised*), should be sequenced early in the basic course. This will provide a foundation for integration and reinforcement in other learning domains and establish an immediate framework for leadership, ethical decision-making, and problem solving.

The services of an instructional designer should be secured to address the sequencing and design issues.

### **Instructor Training and Development**

Based on committee input and prior POST estimates, there are about 3,000 full and part-time instructors who deliver training for the 39 basic course presenters (academies) in the state. The number is in continuous flux due to changes in academy staffing, which averages about 10 percent per year.

Instructors are vital to facilitate a learning environment in the basic course that requires recruits to synthesize information and multi-task in order to mirror the complex realities of the job. In fact, the teaching methods used and the manner in which the instruction is presented is critical to recruits in order to acquire the necessary information and knowledge to be successful on the job.

Initially, instructors at the pilot sites should receive training to acquire a better understanding of the principles, concepts and strategies of leadership, ethics and community policing and how they can be applied in the pilot curriculum. Training should enhance core competencies in the application of adult learning principles, skills to facilitate problem solving exercises and use of a variety of learning resources and training aids.

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Research has shown the application of such techniques based on principles of adult learning to be highly motivating and effective in developing work related skills.

One method of adult learning, known as problem based learning (PBL), will be evaluated during the pilot. PBL is a curriculum development and instructional approach that encourages meaningful student-focused learning. With PBL, job-specific knowledge and skills learned are better retained as they are directly linked to the resolution of actual problems.

A version of PBL, adapted for police training, continues to be used successfully at the Royal Canadian Mounted Police Institute (RCMP) and the Upper Minnesota Community Police Institute. In the last year, the Los Angeles Police Department (LAPD) has introduced PBL in meeting certain in-service training mandates. The selection of PBL as the training delivery technique was credited as being one of the most important decisions made by the design team.

A ‘train-the-trainer’ course for instructors at the pilot sites, will be developed by subject matter experts and instructional design experts versed in adult learning. An external contractor or graduates from the POST Master Instructor Development Program (MIDP) and the POST-sponsored Robert Presley Institute of Criminal Investigation (ICI) may present delivery of the course.

MIDP and ICI have pioneered the development of instructors that move from transmitted learning – where the teacher transmits and the student receives without much collaboration or interactivity- to a learner-centered environment where the learner is the important player. Instruction is a process about how students learn as much as it is about what they learn.

Once a cadre of trainers has been developed through the pilot, continuous training to accredit basic course instructors statewide should ensue. The use of technology, such as DVD, CD-ROM, and/or internet-based programs (e-training), should be studied as potential cost effective methods to accomplish elements of instructor training and certification.

The Commission previously advanced minimum training standards required for basic academy instructors by approval of the POST Voluntary Basic Course Instructor Certification Program in 2000. The goal of instructor certification is to recognize achievement of education, training and experience by an instructor with a demonstrated level of competence.

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Effective July 2002, the instructor certification program will be expanded, as “primary” instructors of certain specialized training courses will be required to complete a specified training standard prior to leading instruction in specific POST-certified courses. The regulations, approved by the Commission, will also establish minimum standards for Academy Directors, Coordinators and Recruit Training Officers.

The Steering Committee recommended that instructor certification should progress to the next level to mandate that all core instructors in the basic course be accredited in facilitation skills and contemporary adult educational methods. This will establish a training vehicle for instructors on how to use a greater variety of teaching delivery methods to link leadership, ethics and community policing to the learning domains within their respective areas of expertise. A full accreditation requirement will send a message that acknowledges the vital role that instructors play in the training of peace officers.

Appropriate revisions to the POST Workbook Instructional System Instructor Guide should be made to include focused adult learning techniques such as PBL, and supplemental teaching delivery information to facilitate integration of leadership, ethics and community policing in the curriculum.

### **Evaluation**

Modifications should be made to basic course testing instruments, development of new knowledge tests for Learning Domains #1 and #3, revisions to the mid-term and final exams, and creation of evaluation instruments to measure the efficacy of integrating components of leadership, ethics and community policing.

Performance measurements for knowledge tests, facilitated discussions, problem based learning exercises, scenario and exercise tests should also be developed. Evaluation should include assessing the impact on the community and graduate performance in the Field Training Program.

The POST Basic Course Certification Review process should be revised to ensure that the concepts and competencies of leadership, ethics and community policing are effectively integrated.

During this phase an audit instrument will be developed for pilot academies. The audit vehicle will help establish a baseline of academy operations for integration and evaluation. The audit scope may include but not be limited to: thoroughness and detail of expanded course outlines and lesson plans, management guide, consistent compliance with POST reporting procedures, quantity and quality of Recruit Training

## Appendix

Officer (RTO) staff, degree of participation in POST's Master Instructor Development Program (MIDP) or other instructor development programs, the use of adult learning techniques, efficient use of academy facilities, regulatory guideline adherence and scenario testing practices.

Some of the evaluative components may include, but are not limited to:

- Community surveys
- Liability payments/civil suit dispositions
- Perception of law enforcement
- Agency/law enforcement creditability
- Criminal filings
- Officer interviews
- Personnel complaints
- Terminations
- Improved training quality
- One-on-one surveys
- Improved selection process

The use of an Intranet/Extranet site should be evaluated for the sharing of information and posting results to the evaluation team. Team members located outside of POST could use an extranet. Such a tool could be directly linked to the data captured in the evaluation to provide "real-time" feedback.

### **Editing and Production**

The recommended changes in the basic course will necessitate editing and production of supplemental guides for use by the pilot academy sites and eventually will impact the *Basic Course Workbook Series*, *Basic Course Instructor Guide*, *Scenario Manual*, *Basic Course Management Guide* and the *Training and Testing Specifications for Peace Officer Basic Courses*.

A process of this size will generate substantial workload commitments for existing POST staff and will require other personnel resources.

## Appendix

### **Resources**

Implementation of the plan will require resources to carry out the following responsibilities:

- Subject Matter Experts – recognized experts (law enforcement or community members) with extensive knowledge in leadership, ethics and community policing, experts in the domains linked to those disciplines, FTO, selected instructors accredited in adult learning techniques, academy coordinators and/or directors, computer program designers and instructional designers.
- POST staff from Basic Training Bureau, Standards & Evaluation, Training Program Services and Information Services
- Steering Committee for oversight direction, feedback, and review
- Principle Investigator or Project Researcher for design, assessment instrument development, evaluation and monitoring.
- Facilitators, researchers, recorders, editors and word processors
- Project Manager to recommend SME's, facilitate workshops, collect data, organize, coordinate components and direct activities
- Instructional designer
- Support staff for administration of the project and management of data collection
- Management review
- Graphic Artist for publications layout (student workbooks, instructor guide, basic course management materials, etc., illustrations, and web site design

### **Transition from Pilot to Statewide Implementation**

Upon successful conclusion of the three-year pilot phase, proposed revisions to the *Training and Testing Specifications for Peace Officer Basic Courses* will be refined and submitted for consideration at a public hearing before the Commission and subsequent approval by the Office of Administrative Law (OAL).

## Appendix

Concurrent with the process to revise the regulations, modifications, editing and production of the Basic Course Workbook Instructional System, Scenario Manual, Instructor Guide, Basic Course Management Guide, and POSTRAC tests will be completed.

The effective date for statewide implementation will be approximately two years following successful completion of the pilot phase. In the interim, academies will be encouraged to voluntarily implement the new curriculum.

With renewed public trust, future basic training developments as outlined in this plan should advance leadership, police-community engagement to prevent predictable crime, problem solving and quality of life issues.

## Appendix

## **LECP Pilot Academy Biographies**

### **Napa Valley Criminal Justice Training Center**

The Napa Valley Criminal Justice Training Center is located on the Napa Valley College campus and serves local law enforcement agencies in Napa and Solano counties. Founded in 1983, the center has always been committed to high standards and student success. Over 2,000 students per year attend training provided by the center. The training includes four presentations of the basic police academy. The Napa Valley Criminal Justice Training Center is proud to host the California Department of Fish and Game Academy. This program includes the regular basic course plus an additional 250 hours of Fish and Game specific topics.

A staff of over 100 part time subject matter experts provides instruction. Twelve instructors are POST Master Instructors and another fifty are graduates from the POST Basic Course Instructor Certification Program. All training center programs are guided by an educational philosophy with a strong commitment to infusing community policing, leadership, and ethics throughout the curriculum. The use of various adult-learning methodologies, including problem based learning, is strongly encouraged in all classes. This effort is supported by use of audio-visual, computer, and Internet technology. Napa is a previous recipient of the California POST Governor's Award for Excellence in Peace Officer Training.

### **Los Angeles Police Department Recruit Academy**

The Los Angeles Police Department Academy provides 1035 hours of instruction to recruit officers in a 32-week Regular Basic Course program. A police captain serves as the academy director with a resident staff of approximately 200 personnel. A new recruit class begins approximately every four weeks with class sizes averaging from 30 to 50 recruits. The department graduates about 400 to 500 officers annually. Training for recruit officers takes place at two primary locations within the city. The Ahmanson Recruit Training Facility (ARTC), 5651 West Manchester Boulevard near the Los Angeles International Airport, is the location for the first sixteen weeks of the Regular Basic Course. Training at the four-story facility includes recruit orientation activities, academic training and physical fitness/self-defense training. The Edward M. Davis Training Facility ((DTF), 12001 North Blucher Avenue in the North San Fernando Valley houses an emergency vehicle operation track, firing ranges, simulator training rooms, and tactical training 'village'. The original Police Academy in Elysian Park near downtown remains the site of the recruit graduation ceremony.

## Appendix

### San Bernardino County Sheriff's Regional Training Center

The San Bernardino County Sheriff's Regional Training Center trains deputies and officers from over 100 different law enforcement agencies. The regular basic course is currently delivered in an intensive 23-week format and is offered four times per year. The average class size is forty to fifty students. The program is also open to pre-service (non-affiliated) candidates.

Six full-time, experienced tactical staff members facilitate training at the Academy. The tactical staff is responsible for administering the structured discipline philosophy. The instructional staff for the Basic Academy Program is made up of experts from the Academy's 60 full-time staff members and over 100 subject matter experts from local agencies.

The San Bernardino County Sheriff's Regional Training Center is located on a 650 acre training site, with an 80 acre Emergency Vehicle Operations Course, state of the art firearms complex, and live-fire shooting house and scenario village. The Training Center is a three-time winner of the California POST Governor's Award for Excellence in Peace Officer Training.

### San Diego Regional Public Safety Institute

The San Diego Regional Academy serves nearly every law enforcement agency in the County of San Diego. The Regional Academy is a function of the San Diego Regional Public Safety Training Institute, located on the Miramar College campus of the San Diego Community College District. The Institute operates under a Joint Powers Agreement among the San Diego Community College District, the San Diego Police Department and the San Diego Sheriff's Department. Recruit training staff is drawn from many of the participating agencies. Academies are scheduled every three months. Approximately 55 employees constitute the staff of the Institute. The adjunct faculty of approximately 229 individuals is diverse in terms of background, agency representation and practicing professionals.

## Appendix

### **LECP Steering Committee Recommendations**

- 1) Leadership, Ethics and Community Policing concepts and competencies should be integrated into the POST Basic Course Student Workbook Instructional System
- 2) Learning Domain #3, *Community Relations*, should be renamed *Community Policing* and presented as a stand alone topic
- 3) Sequence the *Community Policing* (LD#3) domain early in the Basic Course to provide a foundation for integration and reinforcement in other Learning Domains
- 4) Develop testing for Learning Domain #3 *Community Relations (Policing)*
- 5) Learning Domain #1, *History, Professionalism & Ethics*, should be renamed *Leadership, Professionalism & Ethics*
- 6) Sequence *Leadership, Professionalism & Ethics* (LD#1) early in the Basic Course to provide a foundation for integration and reinforcement in other Learning Domains
- 7) Move History from LD#1 to LD#2 (*Criminal Justice System*) and develop testing for Learning Domain #1
- 8) Develop ethics instruction regarding entry-level officer off-duty conduct
- 9) Develop ethical behavior intervention strategies in learning exercises for entry-level officers
- 10) Revise Basic Course curriculum to include ethical situation planning and ethical decision making exercises
- 11) Reinforce in the Basic Course curriculum the principle that all officers, regardless of position, are expected to be leaders
- 12) Develop supplemental information to support Leadership, Ethics and Community Policing concepts and competencies into the POST Workbook Instructional System Instructor Guide
- 13) POST should mandate Adult Learning training for all Basic Course core instructors

## Appendix

- 14) Use Problem Solving Methods as a student learning process
- 15) Develop revisions to the POST Basic Course Certification Review process to ensure:
  - a) the integration of the concepts and competencies of Leadership, Ethics and Community Policing; and,
  - b) instructor performance
- 16) POST should review selection criteria for peace officer candidates to be consistent with effective job performance in Leadership, Ethics, and Community Policing concepts and competencies
- 17) Leadership, Ethics and Community Policing concepts and strategies should be reinforced during the Field Training Program with competencies demonstrated by the trainee
- 18) Integrate Leadership, Ethics and Community Policing training throughout all levels of POST training to minimally include – Basic Course, Basic Dispatchers Course, Field Training Officers Course, Recruit Training Officers Course, Supervisory, Management and Executive Development
- 19) Assign a curriculum development team to revise existing Basic Course curriculum to integrate principles, concepts and strategies of Leadership, Ethics and Community Policing
- 20) Assign a design team to analyze the delivery of the Basic Course to foster a learning environment that prepares the student-recruit for the *problem solving* complexities in policing
- 21) Research and integrate Problem Based Learning as a teaching delivery method for police training
- 22) Develop qualification standards for instructors to emphasize facilitation skills and contemporary adult educational methods
- 23) Develop training in the principles, concepts and strategies of Leadership, Ethics and Community Policing for instructors who teach in Learning Domains that are linked to those disciplines

## Appendix

- 24) Design an evaluation instrument to measure the efficacy of the integrated changes in the Basic Course
- 25) Integrated components of Leadership, Ethics and Community Policing should be performance measured in scenario testing and instructional activities (facilitated discussions)
- 26) Community Policing components of community partnership and problem solving that are integrated in the Basic Course must be reinforced in the Field Training Program
- 27) Assign an evaluation team to review the Basic Course curriculum to move appropriate curriculum to the Field Training Program

## Appendix

# Glossary

Buzz Groups: Allows discussion among groups of students during a discussion or lecture. Instructor uses buzz groups to break from a lecture or when a particular point needs emphasis. Instructor stops the lecture and asks students to turn to the person near them to discuss the point or come up with their own example. The classroom begins to “buzz” with activity for a few (3 or 4) minutes. Instructor then resumes with the lecture or discussion.

Case Study: Students are provided with a detailed situation including events, involved persons, circumstances, issues, and actions. Students analyze the situation, distinguishing relevant from irrelevant details, and decide what was done properly or improperly. Students must explain, justify, and defend their analyses of the situation.

Community Policing: Both an organizational and a personal philosophy that promotes police/community partnerships and proactive problem solving to:

- address the causes of crime, the fear or perception of crime, and improve the quality of life in the community.

Cooperative Learning Groups: Small groups of students working together.

Demonstration or Scenario: The instructor performs and explains a procedure or process to students. The students are then provided an opportunity to practice and refine the skill to proficiency.

Discussion: An exchange of facts and ideas through questioning. Questions usually precede a short conversation on the topic. Instructors should avoid using close-ended or rhetorical questions as they tend to limit discussion.

E.O. Code: An alphanumeric code that shows where the information is located. For example, E.O. code 9.01.EO1 refers to LD9, Chapter 1, Educational Objective number 1.

Educational Objective: Detailed subsections of the Learning Objective. Each Educational Objective is identified by an E.O. code.

## Glossary

### Ethics:

- The accepted principles of conduct,
- governing decisions and actions,
- based on professional values and expectations.

Facilitated Learning: Guiding students to discover and apply information in order to create a more meaningful learning experience. The primary principles of facilitated learning are discovery and application.

Focus Groups: Group of students brought together to address a presented subject matter. With Problem Based Learning, focus groups of 4 to 6 people are preferable.

In-class exercise: An individual or group learning experience, quiz, test or other activity performed in class to demonstrate a specific point.

Learning Activity: A facilitated, performance-based component of instruction. They are student-focused, not-graded activities in which students must participate in structured work designed to enhance the acquisition of knowledge, skills or competencies. They typically include facilitated discussions, simulations, video presentations, and field observations. They are integrated into the delivery of instruction as a means of reinforcing taught concepts, introducing relevant topics or to enhance student retention necessary to achieve competence as a peace officer.

### Leadership

- The practice of influencing people,
- using ethical values and goals,
- for an intended change.

Learning Need: Part of the Training Specification. A broad statement about what the training is intended to accomplish for the students.

Learning Objective (aka Educational Objective): description of the expected result, expressing specifically what the student should be able to do at the completion of the instruction. Learning objectives use verbs that correspond to the level of understanding (learning) the student is expected to attain.

## Glossary

Lecture: Presentation of topics using a variety of teaching aids including PowerPoint, flipcharts, DVD's, internet etc. and short Socratic dialogue between instructor/facilitator and students to generate discussion and/or to emphasize a point.

Level of Learning: A taxonomy developed by Benjamin Bloom. Part of his classification of learning for the cognitive, affective, and psychomotor domains. The six levels of learning are Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. They primarily apply to the cognitive domain. The Basic Course uses the Knowledge, Comprehension, and Application levels.

Level I – Knowledge: Requires recalling or remembering previously learned material in the exact form it was presented. Implies memorizing definitions, procedures, formulas, etc. The key is that the material is recalled in the same format as in the original presentation.

Level II - Comprehension: Requires comprehension of subject; i.e., grasping or understanding the meaning of information. Involves mental translation of material from one form into another or restating information in one's own words, or applying designated rules, or recognizing previously unseen examples. If an objective involves verbatim recognition of material from the workbooks or other class material, then the task of the student is reduced to the "Knowledge" level.

Level III – Application: Application requires the analysis and breakdown of complex situations into simpler components amenable to solution. Requires the application of previously learned material in new and concrete situations; may include application of rules, methods, concepts, principles, laws and theories. Learning outcome requires higher-level thinking than comprehension. Student behavior involves deciding which principles, procedures, concepts or facts are pertinent to a given problem and then implementing them to solve the problem. If learners are told which rules or procedures to use, then the task is reduced to the "comprehension" level.

Panel Discussion: Two or more qualified individuals present information and/or opinions on a topic. Students question the panel members to improve their understanding of the material.

## Glossary

PBL Exercise: Students are generally separated into groups of 4 to 6 members. Each group is assigned a problem and utilizes the PBL process of Ideas, Known Facts, Learning Issues, Action Plan, Evaluation of Product and Process.

POSTRAC: A computerized system that delivers POST-constructed tests to academies prior to 1/1/06.

Prong Test: A set of criteria used in a decision making process. For example if A, B, and C are required to form D, a 3-prong test for assessing the formation of D would include is "A" present, is "B" present, and is "C" present?

Pulse Teaching: Instructor uses occasional opportunities during any teaching period to deliver material relevant at that time. A technique to break up the teaching method to appeal to different learning styles.

Role Play: Students dramatize a problem, acting out roles as authentically as possible. Other students observe and discuss the actions and emotions of the role players.

Simulation: Representation of a problem, often with videos or other media. Students imagine themselves as directly involved in the simulation, undergoing the same stress and pressures that would be experienced if the situation were real. The instructor discusses and evaluates the results of the simulation.

Table-Top Exercise: A structured walk-through exercise in which students role play a scenario prepared by the instructor. The scenario is referred to for information during the exercise.

Tests, Exercise: All other tests that measure the acquisition of knowledge and/or skills required to achieve one or more leaning objectives. These are predominantly presenter-developed tests requiring hands-on demonstration of knowledge and/or skill.

Tests, Written: Multiple-choice tests that measure the acquisition of knowledge required to achieve one or more learning objectives in one or more learning domains.

## Glossary

Tests, Physical Abilities: A POST-developed test of physical abilities that requires students to run an obstacle course, drag a life-size dummy, scale a six-foot wall, scale a six-foot chain-link fence, and run 500 yards.

Tests, Scenario: Job simulation tests that measure acquisition of complex psychomotor and decision-making skills required to satisfy one or more learning objectives.

TMAS: Testing Management and Assessment System. An Internet-based state-wide testing system that POST uses to deliver tests to presenters after 1/1/06.

# Glossary

## **Acknowledgements**

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