



USING THIS GUIDE

This Facilitator's Guide is intended to assist in the delivery of the video material in an interactive and thought-provoking manner. It provides suggestions to help facilitate most sections of the videos. The scenarios do not necessarily depict a correct or incorrect way to handle a situation. The goal is for the participants to engage in discussion of the topic and how it relates to them and to their agency. The guide may be used by facilitators of all experience levels to help the participants get the most out of the material.

VIEW THE VIDEOS

To access this special video collection, contact the **POST Training Program Services Bureau**.

ABOUT THESE VIDEOS

This program offers relevant information to enhance understanding of the essential components of principled policing and video assets to help craft efficacious training. Featured subjects include procedural justice, implicit bias, historical perspectives, and building trust between law enforcement and the communities they serve. The instructor video collection includes facilitation tips and techniques, commentary by a diverse community forum, scenarios, along with sample facilitation of some of the scenarios, and instructor analysis. The goal of this program is to equip instructors with beneficial resources to assist in the design, preparation, and delivery of principled policing curriculum in an experiential learning environment for in-service training and in the basic course for Learning Domain 3, Principled Policing in the Community.

VIDEO CONTENTS

Overview

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- Instructor Analysis

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Community Forum: Advice for Instructors

**Segment 1**

1:30 min.

OVERVIEW – PRINCIPLED POLICING INSTRUCTOR VIDEOS

Segment 2

2:30 min.

INSTRUCTOR INTRODUCTIONS AND FACILITATION TIPS

Commander Charles “Steve” Shorts, Simi Valley Police Department, and Senior Deputy Michael Zabarsky, Ventura County Sheriff’s Office, offer tips and techniques to facilitate principled policing curriculum.

Segment 3

4:20 min.

COMMUNITY FORUM – INTRODUCTIONS AND OBJECTIVES

Scott Meadors (Ret), Captain, Stockton Police Department, introduces a community forum to deliver opening remarks. Panel members include:

Rev. Dr. Arthur L. Cribbs, Jr.
LA Filipino American United Church of Christ

Rachel Salamanca
Director - Tools for Tolerance for Law Enforcement
Museum of Tolerance

Greg Miraglia
Retired Law Enforcement, Administration of Justice Instructor, LGBT Studies
Napa Valley College

Sawan Vaden
Program Administrator
Community Against Sexual Harm

Leonard Gonzales
Retired Air Force, Civil Rights Committee Chair
CA League of United Latin American Citizens





Segment 4

3:30 min.

SCENARIO – HISTORY MATTERS

Rev. Terrence Roberts of “Little Rock Nine” provides commentary on the effects of personal and community histories on perception. “Why History Matters” - the idea that one’s actions today affect both tomorrow’s understanding and the quality of future relationships is revealed, as is the need to recognize every person has a perspective or bias based on their history that, if understood, can enhance relationships and improve impartial decision making.

Segment 5

8:25 min.

FACILITATION – HISTORY MATTERS

Illustrates a sample facilitation of the scenario by an instructor. Includes discussions by peace officers of their personal perspectives and how our shared histories affect our ability to service our communities.

Segment 6

18:30 min.

INSTRUCTOR ANALYSIS – HISTORY MATTERS

Commander Shorts and Senior Deputy Zabarsky comment on the facilitation and offer tips on methodologies to engage the classroom, questioning techniques, research on community dynamics and insights for the instructor on the value of shared history.

NOTES





Segment 7

26:30 min.

COMMUNITY FORUM – KEY HISTORICAL EVENTS

Panel members offer individual perspectives on historical events and why they are important to share with law enforcement to help build a knowledge base and highlight the importance of history on police-community relations.

NOTES



Segment 8

3:00 min.

SCENARIO – CAR STOP FOR SPEEDING

Recognizing diverse cultures and populations: An officer makes a vehicle stop for a traffic violation. Upon noticing a difference with the driver's physical appearance and the driver license picture and name, the officer requests the driver step out of the vehicle. The officer confirms the driver's identity while not taking liberty to do so in front of the driver's passengers, who also happen to be coworkers.

Segment 9

8:50 min.

FACILITATION – CAR STOP FOR SPEEDING

Illustrates a sample facilitation of the scenario by an instructor. Includes discussions by peace officers on the positive value of understanding LGBTQ+ issues, challenges, and interactions to enhance police-community relations and trust-building.

Segment 10

11:15 min.

INSTRUCTOR ANALYSIS – CAR STOP FOR SPEEDING

Commander Shorts and Senior Deputy Zabarsky comment on the facilitation. They offer techniques such as the value of open-ended questions to generate discussion on various perspectives from personal and law enforcement experiences.

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Segment 11

22:15 min.

COMMUNITY FORUM – COMMUNITY CONCERNS

Moderator and panel members share perspectives on “greatest concerns” between communities and law enforcement. Topics include commentary on procedural justice, implicit bias, giving communities a voice, the ability of peace officers to listen, generalized trauma experienced by some community members, response to certain incidents by trained professionals other than police, and challenges to building trust.

NOTES





Segment 12

3:45 min.

SCENARIO – MISIDENTIFIED SUBJECT

Officers are dispatched to a shopping center for possible unlawful solicitation activity. An anonymous reporting party identified a black female, 35, soliciting. Initial contact officer engages a female of color in what is perceived by the female as improper, accusatory questioning based on race. Cover officer intervenes and uses effective strategic communication techniques to resolve the incident.

Segment 13

8:40 min.

FACILITATION – MISIDENTIFIED SUBJECT

Illustrates a sample facilitation of the scenario by an instructor. Includes dialogue regarding essential skills of strategic communication as a contact professional, being open and unbiased. Discussion includes the importance of intervention by a cover officer to reset the tone, give the female voice, and take steps to rebuild respect.

Segment 14

16:20 min.

INSTRUCTOR ANALYSIS – MISIDENTIFIED SUBJECT

Commander Shorts and Senior Deputy Zabarsky comment on the facilitation. They point out the use of open-ended questions to seek a wider perspective and to draw on personal experiences of the officers in the audience. Describes techniques to break down the scenario to the finer techniques for professional, unbiased communication.

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Segment 15

17:50 min.

COMMUNITY FORUM – REDUCING THE IMPACT OF IMPLICIT BIAS

Moderator and panel members share advice to facilitators and perspectives on strategies to lessen the impact of implicit bias on decision-making. The topic is complicated. Members recommend instructors expand your knowledge base, self-reflect on your own biases, and know the potential implications of implicit bias to better prepare you for the learning environment. Engage your audience to share experiences.

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Segment 16

2:20 min.

SCENARIO – ROLL THROUGH STOP

After seeing two people commit the same traffic infraction, an officer stops a third person who commits the same violation. The stop and subsequent line of questioning raise concerns for the influence of bias and profiling in an everyday activity and provide a basis for dialogue about officer and public perceptions and the means through which bias may be reflected or perceived in officer actions.

Segment 17

8:45 min.

FACILITATION – ROLL THROUGH STOP

Illustrates a sample facilitation of the scenario by an instructor. Audience discusses how an officer's actions can be interpreted as biased. Stop was valid. Instructor engages class in dialogue about the differences between how the public and how the police would view the line of questioning of the driver.

Segment 18

14:45 min.

INSTRUCTOR ANALYSIS – ROLL THROUGH STOP

Commander Shorts and Senior Deputy Zabarsky comment on the facilitation. Engage the audience with questions to foster various perspectives on bias policing and investigative probing by officers. Classes are better when you bring in audience participation and different ideas. It is the responsibility of the facilitator to raise critical learning objectives such as pretext stops or other reasons the person of color was stopped versus other drivers.

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Segment 19

30:00 min.

COMMUNITY FORUM – GIVING THE COMMUNITY VOICE

Moderator and panel members comment on the meaning of voice. What does it mean? Developing relationships. Explore why the community and law enforcement harbor opinions about each other. Importance of the “community bank account” – deposits and withdrawals; “Us vs. Them;” core elements of procedural justice - look for those opportunities for positive encounters. Officers should communicate with the community – “talk to them.” The community should gain a perspective of the humanity of officers.

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Segment 20

1:15 min.

SCENARIO – RIDESHARE DRIVER

In the evening, a rideshare driver picks up three young people from a club, two males and one female. As they enter the vehicle, the female appears stuporous and nearly unconscious. During the trip, the driver observes the males inappropriately touching the female and overhears them making statements that the female will not remember a thing. The driver tells the males to stop what they are doing. He states he'll contact the police. The male passengers respond by making disparaging remarks about the driver's ethnicity and citizenship. They challenge the driver to call law enforcement and claim the police will not believe his story because he is not from this country.

Segment 21

9:45 min.

DISPATCHER FACILITATION – RIDESHARE DRIVER

Moderator and panel of public safety dispatchers discuss the critical role of dispatchers to be non-judgmental and give the caller voice, as he sounds genuine in his concern for the female victim. Dispatchers discuss the importance of being fair and transparent in their line of questioning; do not be influenced by implicit bias due to the caller's limited language skills. Actions by dispatchers can be reassuring and promote procedural justice, particularly to the immigrant community.

Segment 22

7:30 min.

INSTRUCTOR ANALYSIS – RIDESHARE DRIVER

Commander Shorts and Senior Deputy Zabarsky comment on the facilitation. Stresses the use of open-ended questioning technique used by the facilitator to explore cultural differences. Suggested facilitators ask the audience about their feelings during review of key aspects of the scenario. Offers techniques to help generate emotional responses from the classroom audience.

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Segment 23

3:30 min.

SCENARIO – PROCEDURAL JUSTICE

Emphasizes the four tenets of Procedural Justice: Voice, Neutrality, Respect, and Trustworthiness. An officer models the tenets during a traffic stop. The officer and the driver of the stopped vehicle reflect on the incident in a candid conversation.

Segment 24

20:50 min.

INSTRUCTOR ANALYSIS – PROCEDURAL JUSTICE

Commander Shorts and Senior Deputy Zabarsky comment on tips to facilitate the scenario in a realistic learning environment. Commentators stress the critical importance of instructor preparation and knowledge of the training material. They suggest strategies to summarize the events of the scenario and elicit individual perspectives. Recommend learning activities that engage the audience in experiential discussion on the application of the four tenets of procedural justice for the profession and the community.

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Segment 25

20:00 min.

COMMUNITY FORUM – ADVICE FOR INSTRUCTORS

Moderator and panel members offer salient recommendations for facilitators to create a dynamic learning environment. Instructors must gain mastery of the core elements of principled policing, procedural justice, cultural competency, historical perspectives and implicit bias. Topics are complex and invoke emotional perspectives. Instructors should create a safe space for classroom interaction; keep discussions relevant with a goal to understand why; use the four tenets as a roadmap.

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