

Event 1- Police Sciences
Session 1 – Cultural Diversity
LD# 42 Cultural Diversity

Date Revised: 07/11/2018

Course Goal: The class will formulate appropriate ground rules for facilitated discussions on topics throughout the 6-month Academy. The ground rules this class establishes for itself will be used every day. Recruit will understand the need to respect the complexities of cultural diversity and develop the skills necessary for identifying and responding to California's changing communities.

Learning Objectives:

- Define the term Culture **[42.1A1]**
- Define the term Cultural Diversity **[42.1A2]**
- Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations **[42.1B]**
- Explain the historical and current composition of California **[42.1C]**
- Define the term stereotype **[42.2A]**
- Discuss the dangers of relying on stereotyping to form judgments or to determine actions **[42.2B]**
- Define the term prejudice **[42.2C]**
- Define the term discrimination **[42.2D]**
- Describe positive officer behaviors during contacts with members of a cross-cultural community **[42.3B]**
- Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will participate in a learning activity that requires self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups. The learning activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups. Discussion may include, but is not limited to cultural stereotypes, ethno phobia, xenophobia, sexual orientation gender identity bias, and media impact on cultural perceptions **[42.7A1] [42.7A2]**
- Given a minimum of three POST-developed video re-enactments depicting law enforcement contacts with cultural groups, or an equivalent number of simulations, scenarios or video representations provided by the presenter, the student will participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact. Among the issues which must be addressed are:
 1. Any positive or negative behaviors demonstrated by contacting officers
 2. The apparent perception of the cultural group regarding the contact
 3. Presence or absence of cultural stereotyping
 4. The level of cultural understanding demonstrated by the officers
 5. The legality of the contact and subsequent actions of the contacting officers
 6. The professional, personal, and organizational impact of the contact, either positive or negative

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7. Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact **[42.7B1-7]** Note: Presentation of the video re-enactments, simulations, or scenarios may be done collectively or may be interspersed throughout the instructional block at the discretion of the instructor.

Session 1 Time: 3 Hours

Resources:

- Classroom with tables
- Laptop with Power Point or Audio/video device with projector and speakers
- White board, flipchart paper and Dry-erase markers, masking tape
- Handouts: “You” As A Culturally Diverse Entity, POST Video Vignette Response, LAPD Mission Statement and Core Values
- Video: P.O.S.T. Video Vignettes

Session Summary: Recruit officers will recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California’s changing communities, the need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination. Given four POST-developed video re-enactments depicting law enforcement contacts with cultural groups the student will participate in an instructor-led discussion evaluating the appropriateness and professional quality of the contact. Among the issues which must be addressed are; any positive or negative behaviors demonstrated by contacting officers, The apparent perception of the cultural group regarding the contact, Presence or absence of cultural stereotyping, The level of cultural understanding demonstrated by the officers, The legality of the contact and subsequent actions of the contacting officers, The professional, personal, and organizational impact of the contact, either positive or negative, and Cultural group history, customs, religious conventions, core values, or other perceptions material to the contact.

Outline	Instructor Notes
<p>I. Introduction</p> <p>A. Opening</p> <p>1. Recruit Introductions</p> <p>a. Introduction of facilitators (RBC Team)</p> <p>b. Introduction of recruits</p> <p>c. Explain that the Police Science Event sets the foundation for all future learning in the Academy</p> <p>d. The goal of the Academy is to produce critical thinkers and problems solvers that are tactically sound and physically fit</p> <p>e. Explain what a discrepant event is and the concept of “failing forward” – recruits will be asked to perform scenarios where they will have to rely on past experiences and common sense.</p>	

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<ul style="list-style-type: none"> f. Point out during the Academy training everything they will be asked to do relates to an activity in the field [1] g. Expect responses; <ul style="list-style-type: none"> 1) Community <ul style="list-style-type: none"> a) Respectful to the community b) Acknowledge the community c) Right away to the community that we serve 2) Officer safety <ul style="list-style-type: none"> a) Aware of who is around b) People passing in front of you 2. Link Recruit Introductions by pointing out it is not uncommon to be distracted when you are planning what you have to say and may not listen all the time <ul style="list-style-type: none"> a. Determine by a show of hands how many of the recruits were actively listening during all the introductions b. When preparing to make a presentation it is common not to listen/hear to the people that go before you c. During your training we will work on your presentation skills and your active listening skills 3. Debrief: <ul style="list-style-type: none"> a. This provides an opportunity to see commonalities and build new relationships – think team. B. Establishing Ground Rules – (Group Discussion) <ul style="list-style-type: none"> 1. The class will formulate appropriate ground rules for facilitated discussion on topics throughout the 6-month academy. The ground rules this class establishes for itself will be used every day. 2. Distribute Flipchart Paper, Markers and Masking Tape to each group. 3. Have the class title a flipchart paper “Ground Rules”. 4. Facilitate a discussion of the ground rules as they are offered, and of how the class will be conducted. 5. Record the ground rules and post them in the classroom. These ground rules poster will be carried with the class and posted every single day. 6. Be cautious when someone offers the ground rule: <ul style="list-style-type: none"> a. “What’s said in here stays in here.” b. Caution class: This concept only applies to personal stories which another recruit chooses to share. c. However, remind the class; <ul style="list-style-type: none"> 1) LAPD is a transparent organization 	<p>[1] Ask: How does standing clear relate to the field?</p> <p>Ask: How many of you have always wanted to be a police officer?</p> <p>Ask: How many of you have previous military experience?</p> <p>Ask: How many people drove an hour or more to get here? Drove 20 minutes or less?</p> <p>Ask: How many people have children?</p> <p>Ask: Graduated from college?</p> <p>Ask: How many people have previous law enforcement experience?</p> <p>Ask: Title a flipchart paper “Ground Rules”</p> <p>Ask: Suggest appropriate ground rules for the class If the class won’t give any ground rules, prompt them with a question</p> <p>Ask: If more than two people are talking, what could happen?</p> <p>Ask: What kind of ground rule would help us out in that situation?</p>
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<ul style="list-style-type: none"> 2) All classmates should respect each other so there should be no secrets that cannot be divulged outside the classroom 3) All misconduct (as they will learn) must be reported to a supervisor 4) In the field all contacts with citizens are open and public and recruit officers need to be aware of the content of their statements 5) In sexual harassment class you will learn <ul style="list-style-type: none"> a) Location b) Audience c) Relationship 6) Need to consider this point from that perspective (will later link to “know your clients perspective” in CAPRA) 7) Ensure that students understand this point d. Generally, the ground rules will center on the concepts of “respect.” 7. Typical ground rules from past classes: <ul style="list-style-type: none"> a. Be open minded b. Stay focused on objectives c. Only one person talks at a time d. Listen to others e. Respect other opinions and observations 8. Transition: <ul style="list-style-type: none"> a. We must look at how early influences our current behavior and helps to shape our attitudes, beliefs, norms, value, morals, and ideas. b. Look as this next activity as an assessment of who you are and what you bring with you to the training experience. 	<p>This should start the process.</p> <p>Accept the ground rules as offered.</p> <p>Ask for clarification as necessary.</p>
<p>II. The Individual</p> <p>A. Learning Activity: “You as A Culturally Diverse Entity” [42.7.A1] [42.7A2]</p> <ul style="list-style-type: none"> 1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups 2. The learning activity should also serve as a starting point for an instructor-facilitator classroom discussion which addresses perceptions, experiences, fears, and stereotypes concerning contact with cultural groups. 	<p>Learning Activity #1: “You as A Culturally Diverse Entity”. See attachment</p>

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<p>3. Discussion may include, but is not limited to cultural stereotypes, ethno-phobias, homophobias, xenophobia, gender bias, and media impact on cultural perceptions.</p> <p>4. Prompt the students:</p> <ul style="list-style-type: none">a. We are going to look at where we learned the rules by which we live, the sources, or “inputs”, that have shaped our beliefs, ideas, values, and the things that we learned from those sources.<ul style="list-style-type: none">1) Expected response<ul style="list-style-type: none">a) Generally, someone will answer “Family”, or something similar.b) Title one of the circles on the board “Family”b. Discuss experiences/factors in their own families they may have learned or were exposed to.<ul style="list-style-type: none">1) Instruct them that each person has only to speak for him or herself and need not think of what is taught in all families or families in general.2) You may remind them that their answers may reflect both positive and negative influences, as you are cataloging, not judging.c. While you are recording their responses on the board, foster some discussion on the experience of family influences on our lives and in our society.<ul style="list-style-type: none">1) Expected responses:<ul style="list-style-type: none">a) Work ethicb) Respect for othersc) Attitude toward moneyd) Importance of education, etc.d. Explain that some of the earliest and most important influences generally come from family.e. Explain that many of us have learned what is considered important and the right thing to do from our family.5. Debrief learning activity<ul style="list-style-type: none">a. As a large groupb. Solicit responses from class and record them in the appropriate corresponding circle on the board.<ul style="list-style-type: none">1) i.e. “I learned about morals”2) Ask thinking questions to force the recruits to look at specifically what was learned3) Have them identify the specific value and how it has impacted their behavior	<p>Ask: Where is the first environment where you get input or early learning?</p> <p>Ask: What they learned or were exposed to in their own family?</p>
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<p>4) This is an opportunity to evaluate the thinking process</p> <p>5) Suggest they think of clichés about the different categories or saying and how they may conflict</p> <p>a) Sports</p> <p>(1) Win at all cost</p> <p>(2) It’s not whether you win or lose it is how you play the game</p> <p>6) At the same time, continue the discussion about the effect of these influences on our lives.</p> <p>a) Leave work for last ensure to stress what the recruit officers have learned from work from work up to this point</p> <p>b) Tomorrow we will talk about the transition into “sworn” LAPD work environment. (Presented by Dr. Pannell, “Transitions”.</p> <p>c) Have the class identify where the rules we learn about behavior come into conflict. Elicit several conflicts.</p> <p>(1) Expected responses:</p> <p>(a) Military vs. Religion</p> <p>(b) Religion vs. Peers</p> <p>(c) Sports vs. Family</p> <p>(d) Media vs. Religion</p> <p>(e) Work vs. Family</p> <p>7) Lead a facilitated discussion describing the personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations [42.1B]</p> <p>a) Personal benefits to valuing, recognizing and respecting diversity</p> <p>(1) Expected responses:</p> <p>(a) Enhance officer safety</p> <p>(b) Increased personal and ethical satisfaction</p> <p>(c) Career survival</p> <p>b) Professional benefits to valuing, recognizing and respecting diversity</p> <p>(1) Expected responses:</p> <p>(a) Improved quality of service provides</p> <p>(b) Enhanced community support and</p>	<p>Ask: Where do the rules we learn about behavior come into conflict?</p> <p>Ask: What are the impacts or consequences of these conflicts?</p> <p>Ask: How do these conflicts cause you to reevaluate your values?</p> <p>Ask: Or do they?</p> <p>Ask: How can these influence/affect the way you look at people?</p> <p>Ask: What are some personal benefits to valuing, recognizing and respecting diversity?</p> <p>Ask: What are some professional benefits to valuing, recognizing and respecting diversity?</p>
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<p>improved public trust</p> <ul style="list-style-type: none">(c) Reduced tension between officers and specific cultural groups(d) Increased access to and cooperation with members of the community(e) Improved compliance with the letter and spirit of the law <p>c) Organizational benefits of valuing, recognizing and respecting diversity</p> <ul style="list-style-type: none">(1) Improved morale, effectiveness, and professionalism within the organization(2) Positive impact on law enforcement’s image within the community(3) Reduction in the number of complaints against officers(4) Reduction in personal and agency exposure to claims and litigation <p>8) Understanding cultural influences can help peace officers recognize and influence patterns of behaviors, build more effective and responsive relationships within the community and within law enforcement itself.</p> <p>c. Key Points</p> <ul style="list-style-type: none">1) This has provided you an opportunity to access your personal values2) We all have many different influences in our lives3) Over time we have developed a personal value system4) Values often come in conflict and we have developed strategies to cope with conflict5) Be aware of how you manage all this conflict and how you can transfer all this learned knowledge into strategies and skills that will assist you in the field. <p>III. Diversity in the Workplace</p> <p>A. Understanding Cultural Diversity</p> <ul style="list-style-type: none">1. Introduce the topic and orient the recruits to the structure of the class<ul style="list-style-type: none">a. Respect for People (Core Value) will be key throughout this sessionb. Rather than lecturing about different cultures, this class	<p>Ask: What are some organizational benefits of valuing, recognizing and respecting diversity?</p>
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<p>is based on the open discussion of topics and ideas.</p> <ul style="list-style-type: none">c. Share your ideas and try new ideas from others.d. The aim of the training is to stimulate thinking, not change your thoughts or beliefs.e. Personal information that anyone may share is considered confidential and not intended to leave the classroom. <p>B. Personal Bias Effect on Learning and Problem Solving</p> <ul style="list-style-type: none">1. Learning Activity: Things Aren't Always What They Appear to Be (Large Group)<ul style="list-style-type: none">a. Play Video RBC Stereotyping Vignette (pause after each person introduces themselves)b. After asking three questions, play second part of video "RBC Stereotyping Vignettes"c. Debrief by pointing out the following learning points<ul style="list-style-type: none">1) First impressions can be misleading2) Personal biases – officers may have some of the same biases the community does because they are a representative of the community at large¹ (2019 LAPD Manual-1/380, Training in Human and Community Relations¹)3) Exposure to crime and its aftermath can tend to harden and render insensitive an officer whose sympathetic understanding is needed to properly perform their duties.4) Individuals may have pre-existing biases toward the police without having any personal contact to measure by (either negative or positive)5) Some may have grown up in a culture/society that has the belief that police officers are typically brutal, male, white or police can be trusted.6) Police culture has recognized the benefit of identifying specific cultural/community needs as a means of improving safety and interactions with the community.² (2019 LAPD Manual-1/370, Interpersonal communications²)7) We don't want to be solely guided by our personal biases and first impressions³(2019 LAPD Manual-270.25, Officer contacts with the public³)	<p>Ask: What is this person's occupation?</p> <p>Ask: What would you think if you met this person in a dark alley?</p> <p>Ask: What would you think if you saw this person looking in cars?</p> <p>Ask: If they have any stereotypes or bias</p>
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<ul style="list-style-type: none"> a. Expected responses: <ul style="list-style-type: none"> 1) We all have them 2) A natural part of human behavior 3) A means of filtering or processing information 4) May be learned as part of our development 5) May be a result of differing levels of contact with members of other groups 2. Look at how these stereotypes and biases can affect job performance. Explain that during this class we will discuss the following: <ul style="list-style-type: none"> a. The harms caused by discrimination and harassment b. Interactions with co-workers c. Contacts with the community d. Community-Police Problem Solving e. Officer safety 3. Provide tools and reinforce skills to overcome differential treatment <ul style="list-style-type: none"> a. Tap into your knowledge b. Reinforce listening and coping skills c. Look at skills you may not have thought about for a long time d. Practice effective communication techniques 4. Provide general and specific guidelines for effective cultural contacts <ul style="list-style-type: none"> a. DISTRIBUTE LAPD Mission Statement and Core values and have two different volunteers stand up and recite them 5. Transition: <ul style="list-style-type: none"> a. Some of the issues we'll talk about today could bring out strong emotions or opinions, and on occasion, discussions might become intense. b. In addition, people can and will disagree. c. We would like to get some ground rules or guidelines from you to keep our class on track. d. The ground rules will be better coming from the class itself. 6. Brief Review: Reinforce Ground Rules <ul style="list-style-type: none"> a. Have the class refer to the ground rules that were established in the first hour. b. Review agreed upon Ground Rules that were developed by the class. 	<p>themselves? Raise your hand as well and explain that these terms will be discussed further.</p> <p>Ask for a volunteer to stand up and recite the Mission Statement. Ask: What guidance does the Mission Statement give us regarding cultural diversity? Ask: What about the Core Values? Ask: Which ones? Ask: All?</p> <p>Ask: What about Constitutional Law?</p> <p>Explain: Will learn specific laws during ped stop regarding laws prohibiting biased based policing</p>
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<ul style="list-style-type: none">c. Typical ground rules from the class:<ul style="list-style-type: none">1) Be open minded2) Stay focused on objectives3) Only one person speaks at a time4) Listen to others5) Respect other opinions and observationsD. Group Exercise: Definitions<ul style="list-style-type: none">1. Explain the historical and current cultural composition of California [42.1C]<ul style="list-style-type: none">a. California has never been a homogeneous society.b. California has always been made up of groups of people representing many different cultures, races, and ethnic groups.2. Each group will be assigned one concept/definition. They will research that concept and be prepared to present their findings in front of the class3. The concepts/definitions can be found in your Learning Domain 42 workbooks, Department Manual and Workplace Discrimination Guide4. The following concepts will be assigned to each group:<ul style="list-style-type: none">a. CULTUREb. CULTURAL DIVERSITYc. STEREOTYPESd. DANGERS OF STEREOTYPINGe. PREJUDICEf. DIFFERENCE BETWEEN STEREOTYPING AND PREJUDICEg. DISCRIMINATIONh. RACEi. COMMON POLICE OFFICER STEREOTYPINGj. BENEFITS OF VALUING DIVERSITY WITHIN THE COMMUNITY5. Debrief:<ul style="list-style-type: none">a. During the presentations the facilitator will make sure that the below areas of the concept are thoroughly covered via a facilitated discussion with the class<ul style="list-style-type: none">1) Define Culture [42.1A1]<ul style="list-style-type: none">a) Culture is a broadly used term that refers to a complex group of shared characteristics including beliefs, values, ways of thinking, behaviors, customs, or traditions.b) Culture is learned and can be passed from one	
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- generation to the next.
- c) It can condition an individual's thinking and influence both conscious and subconscious
 - d) Think of the "you" exercise, and how has culture shaped you
- 2) Define Cultural Diversity **[42.1A2]**
- a) Cultural diversity means the representation or existence of individuals with distinctly different group affiliations within one organization, community, state, nation, or other social system
 - b) Such group affiliations can be based on culture, ethnicity, gender, sexual orientation, etc.
 - c) Awareness and understanding of the diverse cultures within communities and law enforcement agencies can reduce negative ethnocentric attitudes and practices.
- 3) Define Stereotype **[42.2A]**
- a) A stereotype is a preconceived or over-simplified generalization involving negative or positive beliefs about another group.
 - b) When an individual is stereotyped, that person is perceived as having specific behavioral traits and abilities.
 - c) This perception is based solely on the individual's apparent membership in a certain group.
 - d) Stereotypes can be based on several factors including, but not limited to:
 - (1) Nationality,
 - (2) Ethnicity,
 - (3) Race,
 - (4) Gender,
 - (5) Sexual Orientation,
 - (6) Socio-Economic Status,
 - (7) Age,
 - (8) Physical Ability
- 4) Discuss the dangers of relying on stereotypes to form judgments or to determine actions **[42.2B]**
- a) Stereotyping can mean not only ascribing differences to other groups but can also result

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| <p>in making a judgment (positive or negative) based on those perceived differences.</p> <ul style="list-style-type: none">b) Characteristics of the group are accurate<ul style="list-style-type: none">(1) Can be factually incorrect(2) The reliability of the source of the information should be consideredc) All members of a group share the same characteristics<ul style="list-style-type: none">(1) No single individual has all the characteristics attributed to a group(2) No one group’s characteristics can describe a single individuald) Define Prejudice [42.2C]<ul style="list-style-type: none">(1) Prejudice is a prejudgment or point of view about a person or group of individuals that is usually formed before the facts are known.(2) Prejudice is a process, not a static attitude(3) Learned attitude way of thinking about others that may be based on misconceptions, misunderstandings, and inflexible generalizations.e) Difference between Stereotyping and Prejudice<ul style="list-style-type: none">(1) Stereotyping<ul style="list-style-type: none">(a) Emphasis is on attitudes and emotional reaction toward individuals(b) Stereotypes may be used to justify or encourage prejudices(2) Prejudice<ul style="list-style-type: none">(a) Emphasis is on assumed group identity categories and traitsf) Define Discrimination [42.2D]<ul style="list-style-type: none">(1) Discrimination is an action or behavior that is prompted or based on prejudiced thought.(2) It includes differential treatment based on an unsubstantiated or unfair categorization.g) Define Race<ul style="list-style-type: none">(1) Webster’s Dictionary defines race as, “any of the different varieties of populations of human beings distinguished by: | |
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| <ul style="list-style-type: none">(a) Physical traits such as hair, eyes, skin color, body shape, etc.: “Traditionally, the three primary divisions are Caucasoid, Negroid, and Mongoloid, although many subdivisions of these are also called races.”(b) Penal Code Section 422.56 defines race as “Race or ethnicity” includes ancestry, color, and ethnic background.h) Common Police Officer Stereotyping<ul style="list-style-type: none">(1) Are apathetic,(2) Are unethical and engage in unprofessional conduct,(3) Are prejudiced,(4) Project a poor public image,(5) Are unable or unwilling to handle service calls.i) Benefits of Valuing Diversity [42.1B]<ul style="list-style-type: none">(1) Personal<ul style="list-style-type: none">(a) Enhanced officer safety(b) Increased personal and ethical satisfaction(c) Career survival(2) Professional<ul style="list-style-type: none">(a) Improved quality of service provided(b) Enhanced community support and improved public trust(c) Reduced tension between officers and specific cultural groups(d) Increased access to and cooperation with members of the community(e) Improved compliance with the letter and spirit of the law(3) Organizational<ul style="list-style-type: none">(a) Improved morale, effectiveness, and professionalism within the law enforcement organization(b) Positive impact on law enforcement’s image within the community(c) Reduction in the number of complaints against officers | |
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<p style="text-align: center;">(d) Reduction in personal and agency exposure to claims and litigation</p> <p>E. Learning Activity: P.O.S.T. Video Vignettes [42.7B1-7]</p> <p>1. Scene #1: Cultural Stereotyping</p> <p>a. Synopsis: Partner officers respond to a cold auto burglary and are met by an irate citizen who stereotypes the officers. The officers are subsequently sent to another call and while en route, proceed to stereotype the neighborhood in the response area.</p> <p>1) Expected responses</p> <ul style="list-style-type: none">a) Stereotyping by the officersb) Those people (us vs. them)c) Always making babiesd) Same people - same crimee) All they do is fightf) All they do is drinkg) Black hole (may/may not be racial comment)h) It takes all our time and efforti) Nothing ever gets better down therej) Nothing can be done to improve the situation <p>2) Expected responses</p> <ul style="list-style-type: none">a) Officers develop a lower level of tolerance to citizen behaviorb) Decreases the officer's objectivity concerning facts of the casec) Potential development of an officer safety problem (escalating a non-hostile situation)d) By possibly not treating people with respect you're going to make people angry,e) If others witness this behavior you may attract a hostile crowd,f) At best, you may reinforce stereotypes of officers,g) At worst, you may have helped to create a dangerous crowd situation for you and responding officers.h) Officers have reached a conclusion before arriving at scenei) If you've already decided the situation is "more of the same" you may not do a complete investigation	<p>Learning Activity #2: P.O.S.T. Video Vignettes</p> <p>Ask: What attitudes and /or behaviors are the officers exhibiting toward others?</p> <p>Ask: What possible effects could these behaviors have on other</p> <p>Ask: Who is responsible for what is occurring?</p> <p>Ask: What can be done about it and who should act?</p> <p>Ask: What can be done?</p>
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<ul style="list-style-type: none"> j) A negative expectation becomes a self-fulfilling prophecy k) Prolonged stereotyping may lead to inappropriate officer behavior l) Ensure the above points are covered 3) Expected responses <ul style="list-style-type: none"> a) The officers b) Although the citizen was venting, we as officers are held to a higher standard. We may vent in the car to our partner but must maintain a professional demeanor always. 4) Expected responses <ul style="list-style-type: none"> a) Golden rule b) Self-awareness will improve relationships c) Be aware of what “pushes your buttons” d) Knowledge will dispel stereotypes e) Don't take negative remarks personally f) Understand the natural need (on both sides) for people to ventilate in times of stress, but recognize that how a person "ventilates" -- what is said -- often communicates underlying attitudes, opinions and prejudices 2. Scene #2: There are two sides to every stereotype <ul style="list-style-type: none"> a. Synopsis: Partner Officers are eating in the lunchroom. They engage in a conversation containing stereotypes. A third officer enters the conversation and makes stereotypical remarks. <ul style="list-style-type: none"> 1) Expected responses <ul style="list-style-type: none"> a) Officers acted as if their conversation was private although they were in the lunchroom. b) Third officer ignored. c) Was racial or gender bias a factor? d) It's unclear based on this scenario, but it could be seen that way by the parties involved or by a third party e) Stereotyping by the partner officers (implied) f) Gilligan g) Fish heads h) French fries/make you jump higher i) Stereotyping by the third officer (direct) j) Rice 	<p>Ask: What attitudes and/or behaviors are the officers exhibiting toward others? Ask: Was racial or gender bias a factor?</p> <p>Ask: What possible effects could these behaviors have on others?</p> <p>Ask: Notion that "Much truth is said in jest" -- can seemingly innocent remarks come back to "bite" or "harm"?</p> <p>Ask: Will the remarks affect other persons in the room who may have overheard?</p> <p>Ask: Could the behavior prompt an internal affairs complaint?</p>
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<p>k) Slant eyes</p> <p>l) Ensure the above points are covered</p> <p>2) Expected responses</p> <p>a) What goes on in the station often carries into the community</p> <p>b) What starts out as "friendly" can deteriorate trust</p> <p>c) Officers develop an inappropriate tolerance to racial remarks</p> <p>d) Notion that "Much truth is said in jest" -- can seemingly innocent remarks come back to "bite" or "harm"?</p> <p>e) Difference in joking about someone's clothes (can change) vs. someone's race, physical characteristics (cannot change)</p> <p>f) Will the remarks affect other persons in the room who may have overheard?</p> <p>g) It may. We must be aware of who else is within earshot</p> <p>h) Could the behavior prompt an internal affairs complaint?</p> <p>i) Answer-yes, if any of the parties wishes to report</p> <p>j) Although the person who is the brunt of the remark is "laughing" or is seemingly a willing participant, they may really have perceived the remark to be offensive or unwanted</p> <p>k) Could this be considered a violation of Department policy?</p> <p>l) Yes. Respect for individual dignity must be practiced by everyone. It will foster the greatest harmony between Department employees. (Manual Section 1/210.13)</p> <p>3) Expected responses</p> <p>a) Everyone involved in this scenario has the responsibility to do the following:</p> <p>b) Respond to the immediate situation when it happens</p> <p>c) Communicate that the behavior is unacceptable</p> <p>d) Educate people as to impacts of their behavior</p> <p>e) Become familiar with prevailing philosophy or</p>	<p>Ask: Could this be considered a violation of Department policy?</p> <p>Ask: Who is responsible for what is occurring? ALL PARTIES</p> <p>Ask: What can be done and who should act?</p> <p>Ask: What attitudes and/or behaviors are the officers exhibiting toward others?</p> <p>Ask: Transporting officer and suspect belong to the same ethnic group -- is the exchange appropriate?</p>
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<p align="center">policies</p> <p>3. Scene #3: Careful, that's my pride you're stepping on</p> <p>a. Synopsis: Officer arrives at the station with an arrested person. The officer brings the arrestee into the jail. Verbal exchanges occur between the transporting officer, station officer and suspect during the booking process.</p> <p>1) Expected responses</p> <ul style="list-style-type: none"> a) Station officer was immediately antagonistic (makes 1st remark) b) "Hey, what's up bean boy?" c) Stereotypical remarks made by the transporting officer d) "I'll pluck your feathers like a pollo (chicken)" e) "Are you from a banana republic?" f) "Who picks the bananas in your family?" (Transporting officer and suspect belong to the same ethnic group -- is the exchange appropriate?) g) No, it is unprofessional and can be construed as a challenge to fight. h) Manual Section 1/730 states that all prisoners shall be treated with as much dignity as possible and with a minimum of embarrassment. i) Officers fueled the suspect's behavior j) By using insulting and demeaning language k) By kicking his legs open to search <p>2) Expected responses</p> <ul style="list-style-type: none"> a) Situation could easily escalate to a physical confrontation b) A citizen complaint could result c) Injury to officer or suspect d) When the officer tells arrestee, he's going to pluck him like a pollo, this can be construed as a challenge to fight e) Any use of force causes risk of injury to parties involved f) Increased resistance by the suspect to a future contact with law enforcement g) Does this behavior amount to misconduct? 	<p>Ask: What possible effects could these behaviors have on others?</p> <p>Ask: Does this behavior amount to misconduct?</p> <p>Ask: What community policing issues should officers consider in this situation?</p> <p>Ask: What ethical issues are involved?</p> <p>Ask: Who is responsible for what is occurring? Ask: Whose behavior</p>
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<ul style="list-style-type: none"> h) Yes. Manual Section 1/730 states that all prisoners shall be treated with as much dignity as possible and with a minimum of embarrassment. i) Also, unauthorized use of force by searching officer (Manual Section 3/810.20) by kicking arrestee’s legs open 3) Expected responses <ul style="list-style-type: none"> a) When someone is treated with lack of respect and dignity by the police, it reflects poorly on the entire Department. b) Mistreatment by officers will cause distrust between the police and the community. c) This distrust will inhibit the ability of the police to work in partnership with the community d) The community will be less likely to assist the police as witnesses to crime. e) What ethical issues are involved? f) The situation was a violation of our Core Value “Respect for People” g) Racial remarks were made h) Insulting comments were made i) Arrestee’s legs were kicked open 4) Expected responses <ul style="list-style-type: none"> a) All the officers involved 5) Expected responses <ul style="list-style-type: none"> a) The station officer who made the first comment? b) The transporting officer who escalated the remarks? c) The supervisor in the station? 6) Expected responses <ul style="list-style-type: none"> a) Early intervention by another officer b) Transporting officer should have told station officer to knock it off c) Supervisor in booking cage needed to see that behavior stopped d) We are all responsible for our behavior 4. Scene #4: When a pat on the head can be a slap on the face <ul style="list-style-type: none"> a. Synopsis: A senior officer and trainee respond to a 	<p>affected the problem illustrated here?</p> <p>Ask: What can be done about it and who should act?</p> <p>Ask: What attitudes and/or behaviors are the officers exhibiting toward others?</p> <p>Ask: What do officers need to consider regarding community policing?</p> <p>Ask: What possible effects could these behaviors have on others?</p> <p>Ask: Who is responsible for what is occurring?</p> <p>Ask: What can be done about it and how should act?</p>
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domestic violence incident involving an Asian family.
The officers ultimately enter the house to ascertain the welfare of complainant.

- 1) Expected responses
 - a) The trainee bypassed the senior male in the family
 - b) The trainee patted a young boy on the head
 - c) The physical gesture the trainee used in calling family members towards him is offensive to the involved culture (this gesture is a cultural implication used to call cattle)
 - d) The trainee put his hands on the adult female
 - e) The trainee directed requests (to translate) to the young boy
 - f) What do officers need to consider regarding community policing?
 - g) Certain immigrant communities have an extremely negative view of the police based on experiences in their country of origin
 - h) Although officer safety is always paramount, the officers may need to slow down their response to make explanation as they continue their investigation
- 2) Expected responses
 - a) Reinforce any mistrust already existing in the community
 - b) By not making explanations to the family as to procedures
 - c) Victim/suspect/witnesses may not be aware of local laws
 - d) Victim may not cooperate
 - e) Victim may deny that any crime occurred
 - f) Victim may recant to detectives or at trial
 - g) Victim may not be here legally and may fear deportation
 - h) Victim may be isolated due to cultural barriers and unaware of services and options
 - i) Potential for physical confrontation
 - j) By making an insulting gesture, the trainee may anger the involved parties
 - k) Putting his hands on the adult female could also

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<p>cause anger</p> <ul style="list-style-type: none">l) The treatment of the involved parties could be perceived as challenging the authority of the head of householdm) Though unintentional, the insulting behavior may cause anger or violence in order not to “lose face.”n) May have set up children for discipline after the officers leave because the children did not respect the father's authorityo) Except in exigent circumstances it is ill advised for officers to use children as translators at domestic violence callsp) Perception may be that children are taking sides <p>3) Expected responses</p> <ul style="list-style-type: none">a) Both officers have the responsibility to act with sensitivity to cultural differencesb) Did the senior officer provide sufficient information to the trainee regarding the contact?c) Did the trainee disregard the advice of the senior officer that this contact may be different? <p>4) Expected responses</p> <ul style="list-style-type: none">a) Officers need to educate themselves about the communityb) Through contacts with Senior Lead Officers for their area,c) Contacts with community agencies to that culture,d) Everyday contacts with community members.e) The officers could look for opportunities to educate the community about how law enforcement worksf) If the trainee officer had been given specific instruction about this culture, pitfalls may have been avoided. <p>5. Key points</p> <ul style="list-style-type: none">a. Stereotyping of others can interfere with good police workb. Respect for others extends from the workplace to the	
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community c. Professional behavior enhances officer safety	
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Learning Activity # 1 – “You” As A Culturally Diverse Entity

Purpose: The class will identify the sources of a person's own cultural programming, increase awareness of how past programming affects current behavior, understand that everyone has a culture, and learn more about culture through each other.

Description: Large Group Activity
The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups. The learning activity should also serve as a starting point for an instructor-facilitator classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups.

Discussion may include, but is not limited to cultural stereotypes, ethno phobias, homophobias, xenophobia, gender bias, and media impact on cultural perceptions.

Resources needed: Worksheet: "You as a Culturally Diverse Entity," Dry erase board and markers, flipchart paper, markers and masking tape

Time required: 45 minutes

- Procedures:**
1. **Write** the following on the Board
 - a. How does past learning influence current:
 - 1) Beliefs
 - 2) Ideas
 - 3) Values
 - 4) Norms
 - 5) Attitudes - Behavior
 - 6) Morals
 - 7) Guidelines
 - 8) Rules

2. On the board, draw a diagram resembling the one on the worksheet with the word “YOU” in the center circle.

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3. **Prompt** the students:
 - a. We are going look at where we learned the rules by which we live, the sources, or “inputs,” that have shaped our beliefs, ideas, values, and the things that we learned from those sources.
4. **ASK:** “Where is the first environment where we get input or early learning?”
 - a. Expected response
 - 1) Generally, someone will answer "family," or something similar.
 - 2) Title one of the circles on the board "family."
5. **ASK:** What they learned or were exposed to *in their own* family.
 - a. Instruct them that each person has only to speak for him or herself and need not think of what is taught in all families or families in general.
 - b. Record their responses on the board, in the circle marked "family."
 - c. You may remind them that their answers may reflect both “positive” and “negative” influences, as you are cataloging, not judging.
6. While you are doing this, foster some discussion on the experience of family influence on our lives and in our society.
 - a. **Explain** that some of the earliest and most important influences generally come from family. Explain that many of us have learned what is considered important and the right thing to do from our family.
 - b. Expected responses
 - 1) work ethic
 - 2) respect for others
 - 3) attitude toward money
 - 4) importance of education, etc.
 - c. When several responses have been charted and the class is thoroughly involved in the exercise, move to the next step.
 - d. Stop the discussion and inform the class that they will be finishing the exercise in their learning teams.
 - e. **DISTRIBUTE** one flip chart paper to each table have them draw “You” on the flip chart
7. **Instruct** the students to begin by thinking of other sources of influence and labeling the other circles with these sources, as was done for family.
 - a. When that is done, they should list the things taught or stressed by these influences. (If they wish, they can add more entries under family.)
 - b. Give them approximately 10 minutes.
8. While the students are working in their groups, walk around and pick out several of their circle headings.
 - a. Especially select headings that are repeated at two or more of the groups.
 - b. **Write** them inside the circles on the board.
 - c. Make sure that one of the circles is titled "work prior to LAPD." As the LAPD work influence will be discussed in the next hour
 - d. If the class does not select it – make sure you have a circle titled “Military”
 - 1) During debrief make sure you cover the influences of the military
9. When this is done, call their attention back to the front.
 - a. Rather than being bound to the "10 minutes," listen for when most of the groups have finished their work.

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- b. Do not wait for of all the groups to finish completely, as that would stall the "pace" of the class.
10. **Debrief:** As a large group
- a. Ask for responses and fill in each of the circle
 - b. The response may be very global
 - 1) i.e. "I learned about morals"
 - 2) Ask thinking question to force the recruits to look at specifically what was learned
 - 3) Have them identify the specific value and how it has impacted their behavior
 - 4) This is an opportunity to evaluate the thinking process
 - 5) Suggest they think of clichés about the different categories or sayings and how they may conflict
 - a) Sports
 - (1) Win at all cost
 - (2) It's not whether you win or lose it is how you play the game
 - 6) At the same time, continue the discussion about the effect of these influences on our lives.
 - a) Leave work for last ensure to stress what the recruit officers have learned from work up to this point
 - b) The Civilian to Sworn hour we will talk about the transition into "sworn" LAPD work environment
11. **ASK:** Where do the rules we learn about behavior come into conflict? Draw a line connecting those circles. Elicit several conflicts.
- a. Expected responses
 - 1) Military vs. Religion
 - 2) Religion vs. Peers
 - 3) Sports vs. Family
 - 4) Media vs. Religion
12. **ASK:** What are the impacts or consequences of these conflicts
13. **ASK:** How do these conflicts cause you to reevaluate your values? Or do they?
14. **ASK:** How can these influences affect the way you look at people?
15. Lead a facilitated discussion describing the personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations
- a. **ASK:** What are some personal benefits to valuing, recognizing and respecting diversity?
 - 1) Expected responses
 - a) Enhance officer safety
 - b) Increased personal and ethical satisfaction
 - c) Career survival
 - b. **ASK:** What are some professional benefits to valuing, recognizing, and respecting diversity?
 - 1) Expected responses
 - a) Improved quality of service provided
 - b) Enhanced community support and improved public trust

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- c) Reduced tension between officers and specific cultural groups
- d) Increased access to and cooperation with members of the community
- e) Improved compliance with the letter and spirit of the law
- c. **ASK:** What are some organizational benefits of valuing, recognizing, and respecting diversity?
 - 1) Expected responses
 - a) Improved morale, effectiveness, and professionalism within the law enforcement organization
 - b) Positive impact on law enforcement's image within the community
 - c) Reduction in the number of complaints against officers
 - d) Reduction in personal and agency exposure to claims and litigation

16. Understanding cultural influences can help peace officers recognize and influence patterns of behaviors and build more effective and responsive relationships within the community and within law enforcement itself.

Key learning points:

- 1. This has provided you an opportunity to assess your personal values.
- 2. We all have many different influences in our lives.
- 3. Over time we have developed a personal value system.
- 4. Values often come in conflict and we have developed strategies to cope with the conflict
- 5. Be aware of how you manage all this conflict and how can you transfer all this learned knowledge into strategies and skills that will assist you in the field.

Learning Activity #2 – P.O.S.T. Video Vignettes

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Purpose: To allow the participant an opportunity to view situations from different perspectives.

Description: Distribute POST Video Vignette Handout, working in learning teams, assign each table a specific segment of the video (one vignette) for which they will have the primary responsibility to debrief. Have all participants watch all 4 videos (8 minutes). Ask the groups to answer the 4-questions on the Video Vignette Response Handout and record their answers. Return to a large group and discuss responses. Debrief each vignette is debriefed separately.

First by the groups assigned, and then posed to the large audience for additional observations. Discuss by asking the students to think about how our core value of Respect for People influences each of the vignettes. Weave the following themes into your discussion: benefits of developing appropriate skills, barriers to communication, cultural considerations, and effective law enforcement contacts.

Resources needed: P.O.S.T. Videotape with 4 vignettes and POST Video Vignette Handout

Time required: 1 hour

Key learning points:

1. Stereotyping of others can interfere with good police work
2. Respect for others extends from the workplace to the community
3. Professional behavior enhances officer safety

Procedures:

1. **Board work:** During debrief, write 3 items on board:

LOCATION
AUDIENCE
RELATIONSHIP
2. **Distribute:** POST Video Vignettes Response Handout. One per table.
3. In learning teams assign each table a specific segment of the video (one vignette) for which they will have the primary responsibility to debrief. Have all participants watch all 4 videos (8 minutes).
4. **Ask** the groups to answer the 4-questions on the Video Vignette Response Handout and record their answers.
5. Return to a large group and discuss responses
6. **Debrief:** Each vignette is debriefed separately:

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- a. First by the groups assigned, and then posed to the large audience for additional observations.
- b. Discuss by asking the students to think about how our core value of Respect for People influences each of the vignettes.
- c. Reference: Weave the following themes into your discussion: benefits of developing appropriate skills, barriers to communication, cultural considerations, & effective law enforcement contacts.

Exercise: P.O.S.T. Video Vignettes Debrief for Scene #1 - #4

1. Scene #1 Cultural Stereotyping

Synopsis: Partner officers respond to a cold auto burglary and are met by an irate citizen who stereotypes the officers. The officers are subsequently sent to another call and while enroute, proceed to stereotype the neighborhood in the response area.

ASK the class: What attitudes and/or behaviors are the officers exhibiting toward others?

Stereotyping by the officers

- (1) Those people (us vs. them)
- (2) Always making babies
- (3) Same people - same crime
- (4) All they do is fight
- (5) All they do is drink
- (6) Black hole (may/may not be racial comment)
- (7) It takes all our time and effort
- (8) Nothing ever gets better down there
- (9) Nothing can be done to improve the situation

ASK the class: What possible effects could these behaviors have on others:

- a. Possible Effects and/or Expected Responses
 - 1) Officers develop a lower level of tolerance to citizen behavior
 - 2) Decreases the officer's objectivity concerning facts of the case
 - 3) Potential development of an officer safety problem (escalating a non-hostile situation)
 - a) By possibly not treating people with respect you're going to make people angry,
 - b) If others witness this behavior you may attract a hostile crowd,
 - c) At best, you may reinforce stereotypes of officers,

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- d) At worst, you may have helped to create a dangerous crowd situation for you and responding officers.
- 4) Officers have reached a conclusion before arriving at scene
 - a) If you've already decided the situation is "more of the same" you may not do a complete investigation
- 5) A negative expectation becomes a self-fulfilling prophecy
- 6) Prolonged stereotyping may lead to inappropriate officer behavior
- 7) Ensure the above points are covered

ASK: Who is responsible for what is occurring?

- a. Who is responsible
 - 1) The officers
 - a) Although the citizen was venting, we as officers are held to a higher standard. We may vent in the car to our partner but must maintain a professional demeanor always.

ASK: What can be done about it and who should act?

- a. What can be done?
 - 1) Golden rule
 - 2) Self-awareness will improve relationships
 - a) Be aware of what "pushes your buttons"
 - 3) Knowledge will dispel stereotypes
 - 4) Don't take negative remarks personally
 - 5) Understand the natural need (on both sides) for people to ventilate in times of stress, but recognize that how a person "ventilates" -- what is said -- often communicates underlying attitudes, opinions and prejudices

2. Scene #2 There are two sides to every stereotype

Synopsis: Partner Officers are eating in the lunchroom. They engage in a conversation containing stereotypes. A third officer enters the conversation and makes stereotypical remarks.

ASK the class: What attitudes and/or behaviors are the officers exhibiting toward others?

- a. Expected Responses
 - 1) Officers acted as if their conversation was private although they were in the lunchroom.
 - 2) Third officer ignored.
 - 3) Was racial or gender bias a factor?
 - a) It's unclear based on this scenario, but it could be seen that way by the parties involved or by third parties
 - 4) Stereotyping by the partner officers (implied)
 - a) Gilligan
 - b) Fish heads

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- c) French fries/make you jump higher
- 5) Stereotyping by the third officer (direct)
 - a) Rice
 - b) Slant eyes
- 6) Ensure the above points are covered

ASK the class: What possible effects could these behaviors have on others:

- 1) What goes on in the station often carries into the community
- 2) What starts out as "friendly" can deteriorate trust
- 3) Officers develop an inappropriate tolerance to racial remarks
 - a) Notion that "Much truth is said in jest" -- can seemingly innocent remarks come back to "bite" or "harm"?
- 4) Difference in joking about someone's clothes (can change) vs someone's race, physical characteristics (cannot change)
- 5) Will the remarks affect other persons in the room who may have overheard?
 - (1) It may. We must be aware of who else is within earshot
- 6) Could the behavior prompt an internal affairs complaint?
 - a) Answer-yes, if any of the parties wishes to report
 - b) Although the person who is the brunt of the remark is "laughing" or is seemingly a willing participant, they may really have perceived the remark to be offensive or unwanted
- 7) Could this be considered a violation of Department policy?
 - (1) Yes. Respect for individual dignity must be practiced by everyone. It will foster the greatest harmony between Department employees. (Manual Section 1/210.13)

ASK the class: Who is responsible for what is occurring?

- 1) Who is responsible?
 - a) All parties

Ask the class: What can be done about it and who should act?

- 1) What can be done and who should act?
 - a) Everyone involved in this scenario has the responsibility to do the following:
 - (1) Respond to the immediate situation when it happens
 - (2) Communicate that the behavior is unacceptable
 - (3) Educate people as to impacts of their behavior
 - (4) Become familiar with prevailing philosophy or policies
- 3. Scene #3: Careful, that's my pride you're stepping on

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Synopsis: Officer arrives at the station with an arrested person. The officer brings the arrestee into the jail. Verbal exchanges occur between the transporting officer, station officer and suspect during the booking process.

ASK the class: What attitudes and/or behaviors are the officers exhibiting toward others?

- 1) Expected Responses
- 2) Station officer was immediately antagonistic (makes 1st remark)
 - a) "Hey, what's up bean boy?"
- 3) Stereotypical remarks made by the transporting officer
 - a) "I'll pluck your feathers like a pollo (chicken)"
 - b) "Are you from a banana republic?"
 - c) "Who picks the bananas in your family?"(Transporting officer and suspect belong to the same ethnic group -- is the exchange appropriate?)
 - (1) No, it is unprofessional and can be construed as a challenge to fight.
 - (2) Manual Section 1/730 states that all prisoners shall be treated with as much dignity as possible and with a minimum of embarrassment.
 - d) Officers fueled the suspect's behavior
 - (1) By using insulting and demeaning language
 - (2) By kicking his legs open to search

ASK the class: What Possible Effects could these behaviors have on others:

- 1) Possible Effects: Expected Responses
- 2) Situation could easily escalate to a physical confrontation
- 3) A citizen complaint could result
- 4) Injury to officer or suspect
 - a) When the officer tells arrestee, he's going to pluck him like a pollo, this can be construed as a challenge to fight
 - b) Any use of force causes risk of injury to parties involved
- 5) Increased resistance by the suspect to a future contact with law enforcement
- 6) Does this behavior amount to misconduct?
 - a) Yes. Manual Section 1/730 states that all prisoners shall be treated with as much dignity as possible and with a minimum of embarrassment.
 - b) Also, unauthorized use of force by searching officer (Manual Section 3/810.20) by kicking arrestee's legs open
- 7) What community policing issues should officers consider in this situation?
 - a) When someone is treated with lack of respect and dignity by the police, it reflects poorly on the entire Department.

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- b) Mistreatment by officers will cause distrust between the police and the community.
 - c) This distrust will inhibit the ability of the police to work in partnership with the community
 - d) The community will be less likely to assist the police as witnesses to crime.
- 8) What ethical issues are involved?
- a) The situation was a violation of our Core Value “Respect for People”
 - b) Racial remarks were made
 - c) Insulting comments were made
 - d) Arrestee’s legs were kicked open

Ask the Class: Who is responsible for what is occurring:

- a) Responsible:
 - (1) All the officers involved
- b) Whose behavior affected the problems illustrated here?
 - (1) Answers:
 - (a) The station officer who made the first comment?
 - (b) The transporting officer who escalated the remarks?
 - (c) The supervisor in the station?

Ask the Class: What can be done about it and who should act?

- a) Early intervention by another officer
- b) Transporting officer should have told station officer to knock it off
- c) Supervisor in booking cage needed to see that behavior stopped
- d) We are all responsible for our behavior

4. Scene #4: When a pat on the head can be a slap on the face

Synopsis: A senior officer and trainee respond to a domestic violence incident involving an Asian family. The officers ultimately enter the house to ascertain the welfare of complainant.

ASK the class: What attitudes and/or behaviors are the officers exhibiting toward others?

- a. Expected responses
 - 1) The trainee bypassed the senior male in the family
 - 2) The trainee patted a young boy on the head
 - 3) The physical gesture the trainee used in calling family members towards him is offensive to the involved culture (this gesture is a cultural implication used to call cattle)
 - 4) The trainee put his hands on the adult female
 - 5) The trainee directed requests (to translate) to the young boy

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- 6) What do officers need to consider regarding community policing?
 - a) Certain immigrant communities have an extremely negative view of the police based on experiences in their country of origin
 - b) Although officer safety is always paramount, the officers may need to slow down their response to make explanation as they continue their investigation.

ASK the class: What Possible Effects could these behaviors have on others:

- a. Possible Effects: Expected Responses
 - 1) Reinforce any mistrust already existing in the community
 - a) By not making explanations to the family as to procedures
 - b) Victim/suspect/witnesses may not be aware of local laws
 - 2) Victim may not cooperate
 - a) Victim may deny that any crime occurred
 - b) Victim may recant to detectives or at trial
 - c) Victim may not be here legally and may fear deportation
 - d) Victim may be isolated due to cultural barriers and unaware of services and options
 - 3) Potential for physical confrontation
 - a) By making an insulting gesture, the trainee may anger the involved parties
 - b) Putting his hands on the adult female could also cause anger
 - c) The treatment of the involved parties could be perceived as challenging the authority of the head of household
 - d) Though unintentional, the insulting behavior may cause anger or violence in order not to “lose face.”
 - 4) May have set up children for discipline after the officers leave because the children did not respect the father's authority
 - a) Except in exigent circumstances it is ill advised for officers to use children as translators at domestic violence calls
 - b) Perception may be that children are taking sides

Ask the Class: Who is responsible for what is occurring?

- 1) Responsible: Both officers have the responsibility to act with sensitivity to cultural differences
 - a) Did the senior officer provide sufficient information to the trainee regarding the contact?
 - b) Did the trainee disregard the advice of the senior officer that this contact may be different?

Ask the Class: What can be done about it and who should act?

- 1) Officers need to educate themselves about the community
 - a) Through contacts with Senior Lead Officers for their area,

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- b) Contacts with community agencies to that culture,
 - c) Everyday contacts with community members.
- 2) The officers could look for opportunities to educate the community about how law enforcement works
 - 3) If the trainee officer had been given specific instruction about this culture, pitfalls may have been avoided