

**Event 1 – Police Sciences**  
**Session 13 Introduction to Procedural justice**  
**LD-3 – principled Policing in the Community**

**Date Revised: 11/25/2019**

**Course Goal:** To introduce recruits to principled policing, to examine each of the four tenets of principles, how they relate to decision-making, the policing process and how treatment affects the public’s assessment. Offer the recruits an opportunity to discuss police and community expectations of each other and examine actions that build trust.

**Learning Objectives:**

- Define principled policing [3.IV.A]
- Discuss principled policing, to include: Implicit and explicit bias [3.IV.B.1] Procedural justice [3.IV.B.2], Legitimacy [3.IV.B.3], Historical events [3.IV.B.4]
- Identify the four tenets of procedural justice, Voice [3.4C1], Neutrality [3.IV.C.2], Respect [3.IV.C.3], Trustworthiness [3.IV.C.4]
- Discuss the potential benefits of procedural justice for law enforcement and the community, including; Improved safety [3.IV.D.1], Reduced stress [3.IV.D.2], Fewer complaints [3.IV.D/3], Increased cooperation [3.4D4], Improved community relations [3.IV.D.5], Reduced crime [3.IV.D.6]
- Students will participate in a facilitated discussion about the application of the four tenets of procedural justice [3.VII.E]. How each tenet impacts the relationship between law enforcement and the community [3.VII.E.1]. How each tenet influences perceptions of legitimacy [3.VII.E.2]
- Discuss cynicism and its impacts on law enforcement and the community, to include: [3.V.C] Community cynicism [3.V.C.1], Peace officer cynicism [3.V.C.2]

**Session Time: 3 hours**

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio/video device</li> <li>• Laptop/projector-power-point</li> <li>• Classroom with tables</li> <li>• White board</li> <li>• Dry-erase markers</li> <li>• Flip chart with markers</li> <li>• 3 X 5 index cards</li> </ul>	
<p><b>Session Summary:</b> The recruits will examine each of the four tenets of principles, they will have the opportunity to relate to decision-making; policing process and how treatment affects the public’s assessment. Offer the recruits an opportunity to discuss police and community expectations of each other and examine actions that build trust.</p>	
<b>Outline</b>	<b>Instructor Notes</b>

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<p>I.</p> <p>A. Define Procedural Justice  <b>(Learning Activity #1) [3.IV.B.2]</b></p> <p>B. Define Principled policing <b>[3.IV.A]</b></p> <p>C. Define Police legitimacy <b>[3.IV.B.3]</b></p> <p style="padding-left: 40px;">1. Explain how procedural justice leads to greater police legitimacy</p> <p style="padding-left: 40px;">2. Explain how these concepts relate to addressing crime</p> <p>II. Legitimacy <b>[3.IV.B.3]</b></p> <p>III. Define and Clarify</p> <p>A. What is police legitimacy?</p> <p style="padding-left: 40px;">1. The public view of the police as entitled to exercise authority to maintain social order, manage conflicts, and solve problems in the community.</p> <p>B. What is procedural justice?</p> <p style="padding-left: 40px;">1. The procedures used by police officers and other justice system actors, where citizens are treated fairly and with proper respect as human beings.</p> <p>IV. Four Principles of Procedural Justice <b>[3.IV.C]</b></p> <p>A. Voice</p> <p>B. Neutrality</p> <p>C. Respectful Treatment</p> <p>D. Trustworthiness</p> <p>V. Benefits of Procedural Justice for Law Enforcement</p> <p>A. Safety</p> <p>B. Lower stress</p> <p>C. Fewer complaints</p> <p>D. Greater cooperation</p> <p>E. Voluntary compliance and support for police actions</p> <p>F. Lower crime, greater public safety</p> <p>VI. Evidence of The Above Benefits</p> <p>A. Sunshine and Tyler 2003- if the public views the police as legitimacy</p>	<p>One representative per table, one answer, write it on the board.</p> <p><b>Learning Activity #1</b>  <b>[Note]</b> Make 2 columns on the board, one Procedural justice, one Principled Policing</p> <p>Ask: What is Procedural Justice?  Discuss among your table  (spend 3 mins)</p> <p>One representative per table, one answer, write it on the board</p> <p>Ask: What is principled Policing?  (spend 3mins)</p> <p><b>[Note]</b>  While the groups are using their own words and real- life experiences they will define/describe the terms of “Police Legitimacy” and “Procedural Justice”. As the group’s report the instructors will facilitate a group discussion to ensure the students understand the concepts of Police legitimacy and procedural Justice.</p> <p>Building on the concepts learned the instructors will show a video of a resisting subject (using the taser Mike video) and conduct a facilitated discussion regarding the officers’ use of Procedural Justice and Police</p>
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<p>they will be more likely to assist the police with crime prevention (i.e., reporting crime or calling for help) and to give police a wider range of discretion to perform their duties.</p> <p>VII. Goals of Policing</p> <ul style="list-style-type: none"> <li>A. Social order</li> <li>B. Crime prevention</li> <li>C. Be fair and impartial</li> <li>D. Ensure constitutional rights</li> <li>E. Safety, be effective, offer support</li> <li>F. Serve and protect the public</li> <li>G. Generate and hold public trust</li> <li>H. Racial reconciliation</li> </ul> <p>VIII. California Law Enforcement Code of Ethics</p> <ul style="list-style-type: none"> <li>A. Code of ethics emphasizes principles of procedural justice</li> </ul> <p>IX. The four tenets of principles, how they relate to decision-making, the policing process and how treatment affects the public’s assessment. This module also offers an opportunity for students to discuss personal experiences with procedural justice.</p> <p>X.</p> <ul style="list-style-type: none"> <li>A. The principles of procedural justice,</li> <li>B. How applying procedural justice principles in interactions with citizens can positively impact officer safety and mitigate the stresses and challenges of police work, and</li> <li>C. How procedural justice affects outcomes and increases police legitimacy, in communities of color</li> <li>D. The necessity for law enforcement to support Procedural Justice</li> </ul> <p>XI. Benefits of procedural justice [3.IV.D.1-4]</p> <ul style="list-style-type: none"> <li>A. Explain how utilizing procedural justice can support the objectives of</li> </ul>	<p>The students will participate in a <b>Learning Activity # 2</b> while using easel pads, they will list the goals of Peace Officers. The groups will compare the views they had as their careers began and the goals they have at this point in their careers.</p>
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<p>police work and mitigate the challenges/stresses of police work</p> <p>B. Demonstrate retention of knowledge pertaining to procedural justice principles</p> <p>C. Understand that process is equally if not more important than the outcome</p> <p>D. Explain how procedural justice can have a positive impact on our department</p> <p>E. PROCEDURAL JUSTICE</p> <ol style="list-style-type: none"> <li>1. Justice and procedural justice</li> </ol> <p>F. PROCESS MATTERS</p> <ol style="list-style-type: none"> <li>1. citizens' assessment</li> <li>2. Assessment = Outcome + Process</li> <li>3. Role of procedural justice to perceptions of legitimacy</li> <li>4. Quality of treatment and quality of decision-making</li> </ol> <p>XII. 4 tenets of Procedural Justice</p> <p>A. <b>VOICE [3.IV.C.1]</b></p> <ol style="list-style-type: none"> <li>1. Listening to the explanation, demonstrating understanding</li> <li>2. Perspective being values</li> <li>3. Feeling of input and inclusion in the process</li> <li>4. Nonverbal communication factors into voice</li> <li>5. Perception is what counts</li> <li>6. Supports officer safety and wellbeing</li> </ol> <p>B. <b>NEUTRALITY [3.IV.C.2]</b></p> <ol style="list-style-type: none"> <li>1. Conveying neutrality through unbiased decision-making             <ol style="list-style-type: none"> <li>a) implicit bias introduction</li> </ol> </li> <li>2. Showing decision is applied equally allows people to see neutrality</li> <li>3. Explaining decision-making process contributes to transparency</li> </ol> <p>C. <b>RESPECT [3.IV.C.3]</b></p> <ol style="list-style-type: none"> <li>1. Treating people with respect and dignity validates them as a human being</li> </ol>	
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<p>2. Respect for the person, respect for rights</p> <p>3. Contributes to officer safety and voluntary compliance</p> <p><b>D. TRUSTWORTHINESS [3.IV.C.4]</b></p> <ol style="list-style-type: none"> <li>1. Intentions and character</li> <li>2. Acting in a benevolent and caring way showing that officer is trying to do what's best</li> <li>3. Listening to people's accounts</li> <li>4. Explaining police actions showing awareness and sensitivity to people's concerns.</li> </ol> <p style="padding-left: 40px;">a. Discussion will focus on how law enforcement can impact their officer's descriptive terms of their community <b>[3.VII.E]</b></p> <ol style="list-style-type: none"> <li>(1) Examples and Personal Stories <b>[Note]</b></li> <li>(2) Doctor example</li> <li>(3) Other examples</li> </ol> <p><b>XIII. RESEARCH</b></p> <p>A. Study of California street stops—Quality of treatment (.59) and decision making (.17) matter more to citizen voluntary acceptance than the favorability of the outcome for the citizen (.12)</p> <p>B. Fair vs. unfair treatment, good vs. bad outcomes</p> <ol style="list-style-type: none"> <li>1. Expectations and Legitimacy</li> </ol> <p><b>XIV. Cynicism, and its impact on police legitimacy and procedural justice. It offers an opportunity to discuss police and community expectations of each other and examine actions that build trust. [3.V.C]</b></p> <p><b>XV. The following concepts will be clear:</b></p> <ol style="list-style-type: none"> <li>A. The role cynicism plays in the profession of policing</li> <li>B. The importance of public support for policing efforts</li> </ol>	<p><b>Learning Activity # 3</b> that will assess the negative impact of labeling on the community and law enforcement. A facilitated discussion will follow on the power of negative labels and the effects on how the police provide service to the community</p> <p><b>[Note]</b>          Display photos of professionals of various ethnicities. Have the class identify what is their profession.</p>
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<p>C. How citizen and law enforcement expectations can conflict and cause harm to positive relations</p> <p>D. How procedural justice can address cynicism and support officer wellbeing</p> <p>XVI.</p> <p>A. Compare citizen and law enforcement expectations</p> <p>B. Understand the role cynicism plays in procedural justice and police legitimacy</p> <p>C. Discuss the need for public support</p> <p>D. Articulate the necessity for law enforcement to serve as role models for police legitimacy</p> <p>XVII. CYNICISM [3.V.C.1] [3.V.C.2]</p> <p>A. Define cynicism as it relates to the profession of policing</p> <p>XVIII. A cynic expects nothing but the worst in human behavior. Cynicism is the antithesis of idealism, truth, and justice-which are the virtues that police officers swear to uphold.</p> <p>A. How some police come to view things, how cynicism affects police at both the personal and professional levels</p> <p>B. External Procedural Justice</p> <p>C. Internal Procedural Justice</p> <p>D. Categorizing stressors</p> <p>1. Officer safety and hypervigilance</p> <p>2. Us vs. them mentality</p> <p>XIX. STRESSORS</p> <p>A. What affects police, but we don't talk about</p> <p>B. How it plays out at work</p> <p>C. How it plays out outside of work</p> <p>XX. IMPACT OF CYNICISM</p> <p>A. On officer health and well being</p> <p>B. On interactions and relationship with the public</p> <p>C. Community's version of cynicism</p>	<p><b>Ask:</b> what are some of the stressors affecting peace officers?</p> <p>Write the class answers on the white board</p>
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<p>A. EXPECTATIONS [3.VII.E.1]</p> <ol style="list-style-type: none"><li>1. The Golden Rule</li><li>2. The platinum Rule</li><li>3. Expectations, commonalities, and conflicting narratives</li><li>4. Community and police need each to meet expectations</li><li>5. Procedural Justice and Police Legitimacy contribute to voluntary compliance</li></ol> <p>B. POLICE LEGITIMACY [3.VII.E.2]</p> <ol style="list-style-type: none"><li>1. Why people obey the law:<ol style="list-style-type: none"><li>a. Deterrence</li><li>b. The right thing to do</li><li>c. Fear the consequences of their failure not to</li></ol></li><li>2. Authorities are legitimate<ol style="list-style-type: none"><li>a. Define legitimacy; legitimacy reflects trust and confidence in police, acceptance of authority, actions perceived as morally correct and appropriate</li></ol></li><li>3. Lawfulness vs. legitimacy</li></ol>	<p><b>Learning Activity #4:</b> Pass on 3x5 cards</p> <p>Give 2 minutes to answer the questions.</p> <p>Have the recruits write their response on the cards.</p> <p>Collect the cards, select one recruit to read the answers of question # 1 out loud. Instructor you read the answers to question #2</p> <p># 1 Expectations of law enforcement from the community and, #2 Expectations that law enforcement has of the community.</p> <p>The instructor will facilitate a discussion of the differences and similarities between the two lists created by the group. Generally, the exercise results in two list are very close or identical</p>
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