Date Revised: 11/25/2019

Course Goal: Recruits will recognize how historical and current events affect the perspectives of law enforcement and the community. Recruits will recognize the existence of implicit bias and how it can influence decision-making and procedure justice.

Learning Objectives:

- Discuss the impact of historical and current events and how they affect community perspectives [3.V.A]
- Discuss the concepts of a community "bank account" (perspective) [3.V.B] and it's; Deposits [3.V.B.1], Withdrawals [3.V.B.2]
- Students will participate in a group discussion of a past or current event, to include [3.VII.F] Impact on the perspectives of law enforcement and the community [3VII.7.F.1], Implicit bias [3.VII.F.2], Cynicism [3.VII.F.3]

Session Time: 2 hours

Resources:

- Audio/video device
- Laptop/projector-power-point, "Principled Policing", "Historical & Generational Effects of Policing"
- Classroom with tables
- White board
- Dry-erase markers
- Flip chart with markers

Session Summary: Recruits will recognize how historical and current events affect the perspectives of law enforcement and the community. Recruits will recognize the existence of implicit bias and how it can influence decision-making and procedure justice. Recruits will learn about Deposits and withdrawals and the role of procedural justice in making more deposits.

Outline	Instructor Notes

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- I. Historical and Generational Effects of Policing [3.V.A]
 - A. Lets' examine the historical and generational effects of policing. It provides an opportunity to better understand the impact of the racialized legacy of policing on present day policing practice and policy. Students are expected to understand the concepts of deposits and withdrawals and relate them to procedural justice.
 - B. Historical and generational effects of policing
 - C. Experiences of policing in communities of color
 - D. How perceptions and expectations affect policing, and
 - E. What can be done at the individual and agency level, deposits and withdrawals?
- II. Deposits and withdrawals in our communities [3.V.B]
 - A. Police/law enforcement has, and still is, used as a tool of corrupt governments to implement unjust laws both in the US and in other countries
 - B. Deposits and withdrawals and the role of procedural justice in making more deposits [3.V.B.1] [3.V.B.2]
 - C. The impact that law enforcement can have on this process
- III. Police used to enforce racist laws [Note]
 - A. Jim Crow Laws 1876-1965
 - B. Lynching 1911/1935/2018
 - C. Fugitive Slave Act 1850
 - D. Tulsa 1921-1945-2013-2018
- IV. Historic experiences of policing in communities of color
- V. Current instances of misconduct
 - A. Rodney King 1991-LAPD
 - B. Raphael Perez-Rampart-LAPD
 - C. Sheriff Vaca and Paul Tanaka-LASD

Why relationships are strained?

Ask: Why officers need to understand this and how this impacts the common goal of a safer community and better relationships with the public?

How communities in which officers serve are products of that history and that reality?

[Note] Explain each one of the racist laws

Ask: How did we get here?

- VI. Examples of personal narratives, supporting data
- VII. What can we do? [Note]
 - Community bank account, deposits and withdrawals
 - 2. Growth vs. fixed mindset, research and implications
 - Every interaction as an opportunity for a deposit-making every interaction count
 - 4. Working together
 - Proactive involvement by law enforcement

VIII. Learning Activity #1 [3.VII.F.1]

- A. Students will participate in a group discussion of a past or current event.
 The impact on the perspectives of law enforcement and the community.
 - 1. Write answers on easel paper
- B. Have recruits look back to the historical relations between the black and brown communities and the Police.
 - 1. Rodney King incident.
 - 2. Operation wetback-1954
 - 3. Jim Crow Laws 1876-1965
 - 4. Rosa Parks 1955
- IX. Implicit bias and describes the science and research behind it. The module offers an opportunity to learn about implicit bias is the product of an interaction between normal psychological functioning and the world we live in but can have a profound impact on decision making and outcomes for line staff and law enforcement.
 - A. Perception in communities with low trust in law enforcement that they are not getting procedural justice from police; legitimacy is damaged
 - B. What is getting in the way of "Procedural Justice for all?"
 - C. Possible responses: [3.VII.F.3]
 - Historical relations could be one barrier

[Note] "Every encounter is either a deposit or a withdrawal"

Learning activity #1: part 1

Through a facilitated discussion, recruits will relate their experiences before law enforcement regarding the relationship between the black and brown communities and the Police.

Have the recruits use easel paper to write down the answers

Learning activity #1: part 2

Have you noticed a gradual elimination of discrimination against members of their communities? Why? Or why not? Give examples?

Ask: What is getting in the way of "Procedural Justice for all?

- 2. Cynicism
 - a. Barrier with the community due to the history with Police treatment.
 - b. Implementation of unjust laws
 - c. Interaction and our relationship with the community.
 - d. Our response to radio calls, explanation for being late.
- Implicit bias may be yet another barrier
 - a. Definition of implicit bias
 - b. Sources of implicit bias
 - c. Scientific studies of implicit bias
 - d. Combating implicit bias
- C. What Is Implicit Bias? [3.VII.F.2]
 - Provide working definition of implicit bias and distinguish it from explicit bias
 - Thoughts and feelings about social groups that can influence people's perceptions, decision, and actions without awareness
- D. Discuss the building blocks for implicit bias (i.e., stereotyping and prejudice)
 - Stereotyping is considered universal, yet the content of stereotypes about specific social groups is culturally specific
 - 2. In the U.S. African Americans are highly associated with crime. The Black-crime association is well documented in the social scientific literature and is also frequently at the heart of police-community tension across the U.S. therefore, we will use it as a primary example of how implicit bias operates (keeping in mind, of course, that people can hold implicit biases about a variety of social groups).
- E. Where Does It come from?
 - 1. The Black-crime association is supported by actual crime statistics

Focus recruits on Cynicism, discuss why this is a problem with community

Ask: What Is Implicit Bias? Explicit bias?

What is the difference? Why does it affect our job?

Ask: Where does it come from?

- 2. The Black-crime association is supported by media
- F. How does it affect us? Studies show
 - 1. What we see (e.g. the mere presence of Black faces facilitates the detection of weapons)
 - How we act (e.g. in shoot/don't shoot computer simulations people are faster to shoot Blacks with guns that Whites with guns; people are also more likely to mistakenly shoot Blacks without guns)
 - 3. Where we look (e.g. people who are prompted to think of violent crime look toward Black faces and away from White faces)
 - 4. How we interpret behavior (e.g. people interpret the actions by a Black person to be more threatening, aggressive, and criminal than those same actions by a White person)
 - How we interact (e.g. people leave inter-racial interactions feeling cognitively depleted and physically stressed)
 - The Bias of Others (e.g. police officers are often placed in situations where they are forced to act on the bias of others in the community)
- G. Addressing implicit bias
 - 1. Is critical to procedural justice
 - Law enforcement agencies design systems and processes to protect officers from implicit bias and improve police-community relations.
 - a. Body worn cameras
 - 3. Discuss seven evidence-based strategies flow-chart. [Note]
 - a. Intervention strategies:
 - b. Attend trainings
 - c. Manage time
 - d. Decrease stress and fatigue
 - e. Sharpen skills
 - f. Hold yourself accountable

Ask: How does it affect us?

Ask: How can we address It? Addressing implicit bias is critical to procedural justice

How can law enforcement agencies design systems and processes to protect officers from implicit bias and improve policecommunity relations?

[Note] Intervention Strategies flow-chart Discuss seven evidence-based strategies.

ED-3 - principled Folicing	in the Community
g. Remember why you joined	
b learned my jour joint at	
h. Increase positive contact	