

Event 10- Police Sciences
Session 15 – Procedural Justice and Mental Illness
LD 3 – Procedural Justice

Date Revised: 12/8/19

Course Goal: To teach recruit officers how to utilize Principled Policing in their interactions with the public. To show recruits how to apply the concepts of Procedural Justice to the interaction between the law enforcement and the mental illness communities.

Learning Objectives:

- Students will participate in a facilitated discussion about the application of the four tenets of procedural justice:
 - 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]**
- Students will participate in a group discussion of a past or current event, to include:
 - Impact on the perspectives of law enforcement and the community **[3.VII.F.1]**
 - Implicit bias **[3.VII.F.2]**
 - Cynicism **[3.VII.F.2]**

Session Time: 1 hour

<p>Resources:</p> <ul style="list-style-type: none"> • Classroom with tables • White board • Dry-erase markers • Computer and speakers • Power-point presentation, “Kelly Thomas” • Overhead projector w/ screen • Case Study: Kelly Thomas-2011 Fullerton Police Department Mental ill & homeless man 	
<p>Session Summary: The instructor will lead a facilitated review of principled policing. Next, the instructor will show the case study. The students will then be directed to have a small-group discussion of the case study. Finally, the instructor will facilitate a whole-group discussion concerning the application of procedural justice and the concepts of principled policing as it pertains to the case study and current law enforcement.</p>	
Outline	Instructor Notes
<p>I. Facilitated review of Principled Policing [3.IV.A] [3. IV. B] [3.IV.C]</p> <p>A. Principled Policing</p> <ol style="list-style-type: none"> 1. Insert definition [3.IV.A] 2. Concepts within principled policing [3.IV.B] <ol style="list-style-type: none"> a. Implicit and explicit bias b. Procedural justice c. Legitimacy d. Historical events 3. Procedural Justice [3.IV.C] <ol style="list-style-type: none"> a. Voice 	<p>Facilitated discussion:</p> <p>Ask – What is principled policing?</p> <p>Ask – what are some of the concepts within principled policing? Have students define and/or explain these concepts.</p>

Event 10- Police Sciences
Session 15 – Procedural Justice and Mental Illness
LD 3 – Procedural Justice

<ul style="list-style-type: none">b. Neutralityc. Respectd. Trustworthiness <p>II. Case Study: Kelly Thomas [3. V. A] [42.IV.D.1]</p> <ul style="list-style-type: none">A. Community bank account [3.V.B]B. Cynicism [3.V.C]C. Application of procedural justice to case study [3.VII.E]D. Current Homeless & Mental ill issues and interactions with law enforcement<ul style="list-style-type: none">1. Impact on the perspectives of law enforcement and the community [3.VII.F.1]2. Implicit bias [3.VII.F.2]3. Cynicism [3.VII.F.3]	<p>Ask – what are the four tenets of procedural justice and what do they mean?</p> <p>Refer the class back to session LD3 Procedural Justice and LGBTQ</p> <p>After showing the case study, break the class into their table groups to discuss the case study in the context of principled policing. After some time for table discussion, facilitate a group discussion soliciting from each group their findings.</p> <p>Facilitate a group discussion of how the four tenets of procedural justice could have been applied to the event in the case study.</p> <p>Discussion should include how each tenet impacts the relationship between law enforcement and the community and how each tenet influences perceptions of legitimacy</p> <p>Ask – How do we apply the tenets of procedural justice to the interactions between law enforcement and the Homeless and Mental ill community today?</p> <p>Instructor will facilitate a whole-group discussion pulling upon the knowledge from prior Principled Policing sessions.</p>
---	---