

Police Sciences and Leadership MAKE-UP
PSL I – Building the Community Leader (LAPD ONLY)
Expanded Course Outline

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Course:

Police Sciences and Leadership 1 (MAKE-UP Course) – Building the Community Leader

Instructional Goal:

To develop empathic, relationship-focused police officers who solve long-term community problems while building public trust

Module:

Leadership Skills

Performance Objectives:

To teach students leadership skills to build public trust

I. Introduction

II. Image and Impression Management

A. Image Management

1. Definition
 - a. Taking responsibility for how you see yourself
 - b. Ability to be conscious of one's self-image
2. Self-monitoring
 - a. Negative images
 - b. Internal "voices"
 - 1) Undermining effectiveness
 - a) As a person
 - b) As a leader
 - 2) Voice management
 - a) Ensure positive focus
 - b) Regardless of external circumstances
 - c. Activated by awareness
3. Carefully choosing and affirming a positive self-image.
4. Live congruently (with integrity) to that image
 - a. Tension arises by
 - 1) Being divided
 - 2) Presenting yourself as something you are not
 - b. Can appear as duplicitous when not congruent
 - c. Inner capacity/strength to manage
 - 1) Self-image
 - 2) Inner integrity
5. Systemic causes
 - a. Flattening organizational structures
 - 1) For the sake of efficiency
 - 2) Elimination of intermediate hierarchical levels
 - 3) Removing advancement and promotion opportunities
 - b. Law enforcement

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- 1) Status-based reward system
 - a) Success equals status or level in hierarchy
 - b) Lack of promotion seen as failure
 - 2) Effect of perceived lack of success
 - a) Questioning of self-worth
 - b) Diminishing performance
 - c) Lesser willingness to accept new challenges
 - 3) Community policing movement
 - a) Viewed as too much like social work
 - b) Effect on individual officers
 - (1) Cannot perceive success in community policing practices
 - (2) Continually “see cup as half-empty”
 - (3) Become discipline problems
 - (4) Resort to dishonest practices
 - (a) To obtain recognition
 - (b) To obtain promotion
- B. Impression Management
1. Definition
 - a. Taking responsibility for how others see you
 - b. Awareness of impact on others
 - 1) Behavior
 - 2) Appearance
 - 3) Mannerisms
 - c. Choosing behavior intentionally to alter impact
 - d. Bring forward positive images of self
 - 1) That have been created
 - 2) That have been discovered
 2. Components
 - a. Dress
 - 1) Appropriate
 - 2) Varies by situation
 - b. Speaking/speech
 - 1) Effectively
 - 2) Articulately
 - c. Expressing the non-verbal messages to others
 - 1) Strong
 - 2) Effective
 - 3) Pleasant
 - d. Creating the image in others’ minds that you want them to have of you
 - e. Avoiding being pigeonholed by others’ limited perceptions of you
 3. Audience
 - a. Media Groups
 - b. Religious Groups/Institutions
 - c. LGBT Community
 - d. Neighborhood Watch
 - e. Business

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- 1) Districts
- 2) Leaders
- 3) Local
- f. Homeless Advocates
- g. Teachers
- h. Legal Advocates (ACLU)
- i. Youth
 - 1) Students
 - 2) Community
- 4. Leaders
 - a. Need to be appropriately flexible
 - b. Genuine in the way they present themselves to be effective
 - c. Ingratiation
 - 1) Intentional about understanding people’s comforts
 - a) Images
 - b) Languages
 - (1) Verbal
 - (2) Non-verbal
 - 2) Shifting into other people’s comfort zones

III. Fair and Impartial Policing

- A. Biased Policing / Constitutional Policing with Arif Alikhan
 - 1. Definition
 - a. Inappropriate
 - b. Considers
 - 1) Race
 - 2) Ethnicity
 - 3) National Origin
 - 4) Gender
 - 5) Gender Identity
 - 6) Gender Expression
 - 7) Sexual Orientation
 - 8) Religion
 - 9) Disability
 - c. When deciding how/why to intervene
 - 2. Decisions
 - a. Whom to watch
 - b. Whom to stop
 - c. Whom to treat with dignity
 - d. What questions to ask
 - e. From whom to request consent
 - 3. Actions
 - a. Interactions
 - 1) Community interactions
 - 2) Consensual
 - 3) Detention

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- 4) Arrest
- b. Searches
 - 1) With consent
 - 2) Officer safety
 - 3) Incident to arrest
 - 4) Vehicle searches
 - 5) Search warrants
 - 6) Rollback searches
 - 7) Wall stops
 - 8) Parole/probation searches
- c. Escalation of force
 - 1) More likely vs. less likely
 - 2) Inappropriate level of force
- 4. Workplace environment
 - a. Treatment of colleagues
 - 1) Subordinates
 - 2) Peers
 - 3) Civilians
 - b. EEOC
 - 1) Sexual Harassment
 - a) Quid pro quo
 - b) Hostile work environment
 - 2) ADA Violations
 - 3) Discrimination
 - 4) Systemic Bias
- 5. Appropriate vs. Inappropriate
 - a. Stereotype = Thought
 - b. Discrimination = Action
 - 1) Behavior
 - 2) What we do
 - c. Mitigating circumstances
 - 1) Descriptors
 - 2) Crime broadcasts
 - 3) Crime bulletins
- 6. Explicit Bias
 - a. Outdated
 - 1) All bias is not explicit bias
 - 2) Implicit mistaken for explicit
 - b. Traditional
 - 1) Viewpoint of prejudice
 - a) With intent
 - b) Awareness of our prejudice
 - 2) Bias is a conscious decision
 - c. Assumed
 - 1) All bias is explicit
 - 2) All bias is intentional

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- d. Negative impact
 - 1) Produces distortion
 - 2) Minimizes the problem
 - 3) Inaccurate
 - 4) Impacts perceptions
 - 5) Hides/clouds the issue
 - e. Still exists
 - 1) Requires intent
 - 2) Hard to prove
 - 3) Hurts public trust
 - a) Perception vs. Reality
 - (1) Public views all officers as having only explicit bias
 - (2) Reality
 - (a) Combination of explicit and implicit
 - (b) Explicit bias is much less common than implicit bias
 - b) Reduces cooperation
 - c) Increases
 - (1) Negative contacts
 - (2) Uses of force
 - (3) Escalation of force
7. Implicit System and Implicit Bias
- a. Definitions
 - b. Processes sensory input
 - 1) Sight
 - 2) Sound
 - 3) Smell
 - 4) Touch
 - 5) Taste
 - c. Categorizes information
 - 1) Stimuli
 - a) Ambiguous
 - b) Incomplete
 - 2) Fills in missing information
 - a) With previously received data/information
 - b) With familiar information
 - c) Accuracy is questionable
 - d) Results in subconscious stereotypes
 - 3) Result of evolution
 - a) Survival technique
 - b) Coping Mechanism
 - d. Below conscious awareness
 - 1) Reactive vs. reasoned
 - 2) Subconscious ambiguous stereotyping
 - 3) Categorizations
 - 4) Knowledge of stereotype=implicit bias
 - e. Blink responses (Gladwell)

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- 1) Perceived or actual mental health status
- 2) Ethnicity and race
- 3) Gender
- 4) Sexual orientation
- 5) Body shape
- 6) The elderly
- 7) Adolescents
- 8) Socio-economic status
- 9) Language skills
- f. Results
 - 1) Self
 - a) Impact on perception
 - b) Impact on behavior
 - c) Outside of awareness
 - d) Reaction times
 - e) Errors
 - f) Ineffective
 - g) Unsafe
 - h) Unjust
 - 2) Others
 - a) Impact on perception
 - (1) Of individual
 - (2) Of department
 - (3) Perception of police
 - (4) Perception of law enforcement/justice
 - b) Impact on public trust
 - (1) Public support is eroded
 - (2) Flow of information is inhibited
 - (3) Risk posed by mistrustful community
 - (4) Understanding
- B. Practicing Fair and Impartial Policing
 1. Sociological Contact Theory
 - a. Strive for positive contact w/ stereotyped groups
 - 1) Changes implicit bias
 - 2) Provides positive
 - a) Information
 - b) Stimuli
 - b. Impact on
 - 1) Public perception of police
 - 2) Police perception of public
 2. Exposure to counter-stereotypes
 3. Managing personal bias
 - a. Recognize
 - 1) Awareness
 - 2) Direct acknowledgement
 - b. Develop knowledge

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- 1) Demographics
 - 2) Area routines
 - 3) Citizens as individuals
 - 4) Exchange model
 - a) Focus groups
 - b) Values alignment
 - c) Decision making
 4. Managing systemic bias
 - a. Utilizing Procedural Fairness
 - 1) Voice
 - a) Client's (you) perception
 - b) "Your" side of the story has been heard
 - 2) Respect
 - a) System players
 - b) Treat you with dignity and respect
 - 3) Neutrality
 - a) Decision-making processes
 - b) Unbiased
 - c) Trustworthy
 - 4) Trust
 - a) Sincerity and Caring
 - b) Listening and Consideration
 - c) Honest and open about basis for actions
 - 5) Understanding
 - a) Comprehension of process
 - b) How decisions are made
 - 6) Helpfulness
 - a) System players have empathy
 - b) Interested in your personal situation
 - c) To the extent the law allows
 - 7) Humanize
 - 8) Explain
 - 9) Create opportunities
 - 10) Consider environmental factors
 - b. Organizational buy-in
 - 1) Show value
 - 2) Use research
 5. Reiterate purpose/goals
- C. Leadership Strategies
1. Observing
 - a. Seeing another person
 - 1) Without distorting
 - 2) Without judging
 - b. Consciously receiving information
 - 1) Physical tension
 - 2) Energy levels

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- 3) Facial expression
- 4) Skin flushes
- 5) Body posture
- 6) Manner of dress
- 7) Expressive mannerisms
- 8) Hand movements
- 9) Gestures
- 10) Sum total of other body language
- c. Observations separate from judgments
- d. Selective attention
 - 1) Filtering stimuli
 - 2) Focusing attention
 - 3) Selection of information
 - a) Belief system
 - b) Values
 - c) Life experiences
 - d) Perceptual defenses
 - (1) Stimuli are
 - (a) Not perceived
 - (b) Distorted
 - (2) Due to being
 - (a) Offensive
 - (b) Unpleasant
 - (c) Threatening
 - 4) Conscious vs. unconscious filtering
- e. Prevents
 - 1) Development of assumptions
 - 2) Judgmental tendencies
- f. Prerequisite to suspending frame of reference
- g. Connects observer with other's world
- h. Enables
 - 1) Individual to learn
 - 2) Perform better
 - 3) Engage in problem-solving
 - 4) Grants
 - a) Trust
 - b) Credibility
2. Suspending Frame of Reference
 - a. Frame of reference components
 - 1) Beliefs
 - 2) Assumptions
 - 3) Values
 - 4) Feelings
 - 5) Judgments
 - 6) Emotions
 - 7) Advice

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- 8) Mood
- 9) Thoughts
- 10) Perceptions
- 11) Stress level
- b. Problems caused
 - 1) Interpreting reality
 - a) Personal vantage point
 - b) Self-oriented manner
 - 2) Interpersonal
 - 3) Counseling
 - 4) Leadership
- c. Signs of not suspending
 - 1) Making snap judgments
 - 2) Reacting emotionally before understanding
 - 3) Writing a person off before giving fair chance
 - 4) Assuming truth or falsehood without research
- d. Foundation of
 - 1) Patience
 - 2) Gentleness
 - 3) Kindness
 - 4) Respect
 - 5) Effectiveness
 - a) Leadership
 - b) Counseling
 - c) Communications

IV. Purposeful Communication

- A. Listening: checking for what others intend to mean
 - 1. A person who listens well actively checks for the intended meaning of a message from the sender's point of view.
 - 2. A good listener is:
 - a. Grounded and centered
 - b. Gives undivided attention
 - c. Temporarily suspends emotions, advice, and judgments
 - d. Uses questions in a limited and appropriate manner
 - e. Checks with sender to see if there is mutually understood meaning
 - 3. The skill of active listening also involves letting others finish, even when there is an urge to interrupt to make a point.
 - a. Helping others to feel heard and to finish within what they are saying only increases the chances that the door of their perceptual two-way system will be open to a message
 - b. That it will be interpreted in a manner consistent with the sender's frame of reference
 - 4. There are those who have the perception that letting someone else finish talking, and then checking for accurate understanding so that the other person feels understood, is a phony way to interact, because they are holding themselves back.
 - a. Some people are uncomfortable with the skill of active listening

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- b. Careful listening works to clarify confusing messages and defuse tensions that are often at the root of conflicts or misunderstandings in all kinds of relationships
5. Active Listening is a process in which the listener takes an active approach to understand:
 - a. The content... what the words mean
 - b. The process... how the person really feels
 - c. Check in with the speaker to see if what was heard, was what the speaker intended to communicate
6. Hearing but not really listening
 - a. most people think they listen quite well, they may hear well, they might not listen well
 - b. Effective listening requires more concentration and clarification than people usually give to daily communications
7. Listening means focusing on the speaker and not about what we are going to say next
8. Listening involves the following
 - a. Concentrate on the speaker
 - b. Listen now, clarify later
 - c. Be aware of your own reactions
9. Active listening skills [1]
 - a. Paraphrasing... "it sounds like you are saying..."
 - b. Clarification... "Do you mean..."
 - c. Mirroring (Repeating the last word)
 - d. Reflection " You are telling me you feel..."
 - e. Emotional labeling.... "You sound upset..."
 - f. Open- Ended Questions.... "Tell me more..."
 - g. Self- disclosure (Conveying RELEVANT personal information)
 - h. Reinforcing (Encouraging the person to continue)
10. Tone and Modulation significance
 - a. Notice the questioning tone.
 - b. By asking the other person if the understanding is accurate, there is a statement of open mindedness and an opportunity to learn more.
 - c. It is showing interest and respect.
 - d. This is an opportunity to ask questions without making the other person uncomfortable.
11. Inexperienced employees need to feel supported.
 - a. They also need to learn how to think through the problem-solving process
 - b. Active listening gives them the opportunity to take ownership of problems
 - c. It gives them the feeling that what they have to say is important
 - d. After all, they are expected to make important decisions and use discretion every day
12. Crucial Conversation: defined
 - a. Opinions vary
 - b. Stakes are high
 - c. Strong emotions
13. Start with the Heart
14. Begin with Me first, Us second.
 - a. Avoid believing that others are the source for our problems
 - b. Determine our connection or contribution to the problem
 - c. Identify the right motive, and focus on the bigger picture. Ask:
 - 1) What do I really want for myself?

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- 2) What do I really want for others?
- 3) What do I really want for the relationship?
- d. Put your ego aside
- 15. Mutual respect: Ground rules
 - a. Apologize when appropriate (sincerely)
 - b. Contrast to Fix Misunderstanding
 - 1) When others misinterpret your purpose or intent
 - 2) Confirm your stance
 - c. Create a Mutual Purpose
- B. Attending: Giving Undivided Attention to Others
 - 1. Makes people feel valued.
 - 2. Facing the other person
 - 3. Squaring your shoulders
 - 4. Using appropriate eye contact
 - 5. Having an open and relaxed posture
 - 6. Leaning toward
 - 7. Observing appropriate distancing (3-6 feet)
- C. Questioning: Appropriate gathering of information
 - 1. It can be used effectively when it is necessary to gather non-personal information such as what someone thinks about a specific issue or for directions.
 - a. Questioning is a much overused skill that can put others on the defensive.
 - b. Questioning gives the appearance of controlling the situation, much like interrogation during a police interview:
 - 1) Carefully framed directive questions can be effective during an interrogation
 - 2) This technique is not effective when attempting to establish trust and open communication
 - 3) When questions are overused, an accusatory, blaming, or suspicious tone of voice is often evident.
 - 4) This tone tends to make people even more defensive and interrupts the flow of their own version of the story.
 - 5) In general, questions are less personal than active listening and should be reserved for less personal interchanges, when correctness or completeness of information is the main focus.
 - 6) Using questions on a habitual basis may cause the unconscious leading of others in a direction desired by the questioner, thereby failing to suspend frame of reference and truly listening.
 - 2. Questioning often prevents people from just telling their stories.
 - 3. Just listening carefully and using gentle, probing questions sparingly can elicit more information than direct questions.
 - 4. Those who have a style of interacting with others and that use questions as the main theme should attempt to achieve more of a balance among the skills of listening, sharing, and questioning.
 - 5. This will increase the amount and quality of two-way communication that leads to problem-solving and conflict resolution in personal relationships and will lead to performance improvement when leading others.

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- D. Assertiveness: Speaking Honestly and Kindly with Self-control
 - 1. Definition
 - a. Sending a person's frame of reference to others
 - b. Letting them know about the content of your message
 - c. With a specific and mandated, manner of conveyance
 - d. So that... Certain goals are reached
 - 2. Contents
 - a. Feelings
 - b. Ideas
 - c. Opinions
 - d. Reactions
 - e. Beliefs
 - f. Judgments
 - g. Points of view
 - 3. Manner of conveyance
 - a. Honesty
 - b. Truthful
 - c. Self-control
 - d. Kindly
 - e. Respectful
 - f. Genuine
 - g. Up-front
 - h. Not overly pushy
 - i. With understanding
 - 4. Goal
 - a. Not be "Walked on"
 - b. Avoid false expectations
 - c. Change assumptions
 - d. Develop positive communication
 - e. Make relationship better
 - 5. Combine assertiveness with understanding
 - a. Prevents communication that is
 - 1) Too aggressive
 - 2) Too passive
 - b. Promotes communication that is
 - 1) Two-way
 - 2) Results in solutions
 - c. Sentence form
 - d. Responding empathically
 - e. Understanding
 - 1) Manages the initiators side of the conversation
 - 2) May or may not lead to two-way communication
 - 6. Police with assertiveness
 - a. Suspending frame of reference
 - b. Maintain control through assertion
 - 1) To maintain safety

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- 2) Without escalation of current situation
- 3) With self-control
- c. Supervisors
 - 1) Being too assertive
 - a) Inhibit cooperation
 - b) Stop innovation
 - 2) Crime vs. problem-solving strategies
 - 3) Too Assertive
 - a) Encourage officers to react to crime
 - b) Wait for someone else to strategize
 - 4) Not Assertive enough
 - a) Officers will become passive about crime
 - b) Remain uninvolved in crime-fighting strategies
- d. Community-oriented policing
 - 1) Requires assertive-enough supervisors
 - 2) Requires street-level crime- and problem-solving strategies
- 7. Self-control: A Worthwhile Responsibility
 - a. Achievement
 - 1) Knowledge
 - 2) Practice
 - 3) Maturity
 - b. Discipline and achieving goals
 - 1) Involved Hardship
 - 2) Doing unpleasant things
 - 3) Giving up pleasant things
 - c. Assertiveness and Self-control
 - 1) Control over personal frame of reference
 - 2) Don't take others (too aggressive)
 - 3) Don't let others take yours (too passive)
 - 4) Over-control can lead to self-suppression
 - 5) Under-control can lead to outbursts
 - d. Interpersonal Style Characteristics
 - 1) Chart
 - 2) Aggressive, Assertive, and Passive
 - 3) Qualities, Behaviors, Skills
- E. Confrontation: Telling People the Truth about Unacceptable Behavior
 - 1. Confrontation vs. Assertiveness
 - a. Assertiveness is focused on your presentation, honest and realistic
 - b. Confrontation is focused on other people's problem behaviors or attitudes
 - 2. Change through confrontation
 - a. Reasons
 - 1) More effective with supervisor
 - 2) In their jobs
 - 3) In their lives
 - 4) With others
 - b. Feedback on behavior

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- 1) Ineffective
- 2) Stressful
- 3) Inappropriate
- c. Requires personal trust in relationship
- d. Right to confront
 - 1) Must be earned
 - 2) Demonstrate caring attitude
 - 3) Shown genuine desire to develop relationship
 - 4) Build rather than tear down
 - 5) Accept and offer emotional feedback
- e. Agreement
 - 1) Beneficial if obtained in advance, if possible
 - 2) Organizational standards should expect this, or encourage it
- f. Accountability
 - 1) Fundamental for police executives
 - 2) Accountable for acceptable behavior
 - a) Today's behavior is much more complex and demanding in community policing
 - b) Today's officers are:
 - (1) More educated
 - (2) Sensitive to criticism (millennial trait as well)
 - (3) Constantly in individual spotlight
 - 3) Confronting bad or unacceptable behavior
 - 4) Easier in traditional policing with stops, arrests, etc... as measures of productivity
 - 5) Theodor White: *"To go against the dominant thinking of your friends, of most of the people you see every day, is perhaps the most difficult act of heroism you can perform"*
 - 6) Easier for supervisors as well under old policing models
 - 7) Problem-solving efforts are the new standard for accountability
- g. The 4-to-1 Law
 - 1) Steps to correction
 - a) Receive bad news
 - b) Take ownership
 - c) Change behavior
 - d) Needs
 - (1) Have worth as individual
 - (2) Know that worth is separate from value to organization
 - 2) Confrontational feedback
 - a) Confrontation value
 - (1) Decreases if person is told they have little-to-no value or worth
 - (2) Increases if the person is told positively that they have worth or value
 - b) The average person can
 - (a) Process one negative statement if prefaced by four positive statements
 - (b) Tolerate two negative statements if prefaced by three positive statements
 - (c) Barely process three negative statements prefaced by two positive statements

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- (d) Cannot process four negative statements by one positive statement
- c) Formats for confrontation
 - (1) Statements
 - (a) 4 x “I appreciate that you (behavior) well”
 - (b) “You have been observed (unacceptable behaviors)”
 - (c) “Of which of these behaviors do you take ownership”
 - (d) “If you continue, your consequences will be...”
 - (2) Delivery
 - (a) Statements should be factual and without judgment
 - (b) Consequences must be
 - (c) Within policy
 - (d) Within law
- F. Challenging: Helping Others to See Strengths and Opportunities and Move Towards Positive Change
 - 1. Encouraging people to
 - a. Look at unused opportunities
 - b. Unused personal Strengths
 - c. Stimulate positive action
 - 2. Challenging vs. Confrontation
 - a. Confrontation
 - 1) Smokescreens
 - 2) Blind spots
 - 3) Performance deficits
 - 4) Weakness
 - 5) Discrepancies
 - b. Challenging
 - 1) Finding positivity
 - a) In people
 - b) In opportunities
 - 2) Within, or pertaining to
 - a) Relationships
 - b) Environments
 - c) Less risky and easier to handle
- G. Responding with understanding: Getting on the inside.
 - 1. The skill of responding with understanding is a powerful, personal, and intimate skill.
 - a. Using it may even sometimes require the other person’s permission
 - b. Some people will resist or even resent your responding to their feelings directly.
 - c. Others will experience relief or satisfaction when shown understanding of their feelings in a specific way.
 - d. Yet, one of the most frequent complaints of employees, spouses, children, and relatives is, “You don’t even understand how I feel.”
 - e. The important point is that this particular skill is best used when others want it used with them
 - f. The use of this skill requires greater expertise and sensitivity than any of the other skills reviewed to this point because careful observation and non-verbal cues is required
 - g. This is how responding gets you inside another person’s emotional world

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- h. Responding with accurate understanding also enables seeing and feeling things from the other person's point of view
- 2. That is why this skill is the foundation of the quality called empathy.
- 3. Empathy is defined as communicated understanding so that you can prove to other people you understand what they feel and think and why they feel and think the way they do
- 4. The following language formats can be used to convey empathy
- 5. "You seem to feel (feeling word) because (reason)."
- 6. "Maybe you're feeling (feeling word) because (reason)."
- 7. These formats are just general guidelines and can be changed to fit the situation or person
- 8. They must contain a direct and accurate response to a person's feeling state and the reason why the person is feeling a particular emotion
- 9. Understanding the feelings of others is an important cornerstone of building leadership credibility and trust in the minds and hearts of those with whom leaders work.
- 10. Police officers must understand community concerns and respond to them if they are to gain community support in any problem-solving effort.
- 11. Police officers should facilitate a discussion where community concerns are heard and tactics are developed to address them.
- 12. It is important to recognize that often it is a perceived problem and understanding must be gained of the underlying factors of the perception.
- 13. That perception may be causing fear in individuals and the community at large.
- 14. Deeper "underlying" factors related to Triggers
 - a. Under valued
 - b. Unappreciated
 - c. Disrespected
 - d. Helplessness
 - e. Misunderstood
- 15. Increasing Empathy
 - a. Self-awareness
 - 1) Journaling
 - 2) 360 surveys
 - 3) Anonymous feedback
 - b. Self-management
 - 1) Leadership plan
 - 2) Mentor
 - c. Social Awareness
 - 1) Relationships
 - 2) Communication
 - d. Social Management and Involvement
 - 1) On-duty
 - 2) Off-duty
 - 3) Balance

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Module

Investigations

Module Goal

To teach students to establish, and take ownership of, their role as initial investigators

V. Initial investigator

- A. Crime Scene Ownership
 - 1. Whose responsibility
 - a. First arriving unit
 - b. Primary unit on Call
 - c. Team effort
 - 1) Who leads team
 - 2) Supervisor
 - 3) Senior Officer
 - 4) Department Leader
 - a) Any PO with skills and knowledge
 - b) Specialized civilian employee
 - 2. Duty
 - a. To the community
 - 1) Victim of crime
 - 2) Prevent future crimes
 - 3) Investigate regardless of crime
 - a) Never small to victim
 - b) Treat all victims as true victims
 - b. To the Department
 - 1) Quality investigation
 - a) Lessen detective case load
 - b) Successful prosecution
 - 2) Economical use of resources
 - 3. Crime Scene Management
 - a. Scene safety
 - 1) Involved parties
 - a) Victim
 - b) Officer
 - c) Witnesses
 - d) Civilians
 - e) Suspect
 - 2) Actions
 - a) De-escalation of family/friends
 - b) Preliminary crowd control
 - c) Summon proper resources
 - b. Separate parties
 - 1) Determine initial crime type

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- 2) Determine involvement
- c. Address Injuries
 - 1) Summon RA
 - 2) Provide MT
 - a) CPR
 - b) First Aid Techniques
 - (1) Life Saving Techniques
 - (a) Prevent Shock
 - (b) Stabilize patient
 - (2) Practice Skills
 - 3) New MT laws
 - a) Emergency Medical Services Authority
 - b) Training standards for EMSA
 - (1) Portable manual mask
 - (2) Airway assembly
 - (3) Disease spread prevention
 - c) Periodic refresher
 - d) Or appropriate testing
 - (1) Cardiopulmonary resuscitation
 - (2) Other first aid, as prescribed
 - e) Practical consequences
 - (1) Legal Liability
 - (2) Personal officer responsibility
 - (3) Be aware of video and non-action
- d. Determine Suspect Location
 - 1) Detention vs. Arrest
 - 2) Detention
 - a) Reasonable suspicion
 - b) Handcuffs
 - c) Reasonable amount of time to do investigation
 - d) Interrogation
 - (1) Custody + Interrogation
 - (2) Miranda
 - 3) Arrest
 - a) Probable Cause
 - b) Handcuffs
- e. Crime Broadcast
 - 1) Timeliness
 - 2) Every crime
 - 3) Accuracy
 - a) Practice
 - b) Field officer's notebook
 - c) Card
 - 4) Different "eyes"
 - a) Airship
 - b) Responding units

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- f. Protect Evidence
 - 1) Crime scene tape
 - 2) Physical barriers
 - 3) Guarding evidence
 - a) Post assigned officers
 - b) Advise not to move evidence
 - (1) Public appearance
 - (2) Accurate reporting/collection
 - 4) Dangers to evidence
 - a) Natural elements
 - (1) Wind
 - (2) Rain
 - (3) Fire
 - b) Human elements
 - (1) Trampling
 - (2) Misplacing
 - c) Evanescence
- g. Victim and witness interviews
- h. Identifying Witnesses
 - 1) Look for witnesses
 - a) Door to Door knocking
 - b) Community concerns
 - (1) Retaliation
 - (2) Neighbor relations
 - (a) They stay after we leave
 - (b) Show respect for their concern
 - (c) Be creative
 - 2) Document addresses you checked
 - a) FI Cards problematic
 - (1) Hard to read
 - (2) Get lost easily
 - (3) Limited room to write
 - b) Field Officers notebook
 - (1) More room
 - (2) Permanent record
 - (a) Court
 - (b) Report writing
 - c) Statement Form
 - (1) Most appropriate
 - (2) Written in first person
 - (3) Page of report
 - (4) Can testify to contents in court
 - 3) Video Evidence
 - a) Look for cameras
 - b) Ask neighbors/store owners if they have cameras
 - (1) Outside

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- (2) Inside
- (3) Collect Video
 - (a) Document Responsible party to collect if unable
 - (b) SID
- c) Document if you see a camera but can't find owner
 - (1) Direction camera is facing
 - (2) Appear operable
- i. Photos/Videos
 - 1) Use Department equipment only
 - 2) Photograph all evidence that may dissipate or be altered
 - a) Injuries
 - b) Lack of Injuries
 - c) Crime Scenes
 - d) Property Damage
 - (1) By LAPD
 - (2) By private citizen
 - e) Also lack of damage
 - f) Document who took photos
 - g) How many
 - h) Type of media used
 - 3) Collect Photo of Suspect for DV
 - a) Necessary for prosecution
 - b) Victim may recant and refuse to ID
 - c) Officer testimony re photo provided
 - 4) Confidentiality of photos
 - a) Public Trust
 - (1) News Media
 - (2) Social Networks
 - b) Department Policy
 - 5) Digital In Car Video
 - a) Use according to policy
 - (1) Ensure functionality
 - (2) Start/stop
 - (3) DICV 1 vs. DICV 2
 - (4) Shooting policy with DICV
 - (5) Log all use
 - b) Review
 - (1) When necessary
 - (2) During critical incidents
- j. Evidence collection
 - 1) Latent Prints
 - a) Who
 - (1) ALPO officer
 - (2) SID
 - (3) Officer
 - b) Where

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- (1) All violent crimes
 - (a) Robbery
 - (b) ADW
- (2) Property crimes
 - (a) Burglary
 - (b) BFMV
 - (c) GTA
- c) What
 - (1) Any place suspect may have touched
 - (2) Smaller items collect and book appropriately
- 2) DNA collection
 - a) Identify
 - (1) Area with possible DNA
 - (2) Evidence with possible DNA
 - b) Avoid contaminating evidence with your DNA
 - (1) Do not talk over evidence
 - (2) Do not breathe over evidence
 - (3) Always wear PPE when collecting DNA
 - (a) Gloves
 - (b) Facemask
 - c) Collect small items and book as evidence
 - (1) Swabs are meant for large items
 - (2) Package each evidence item separately
 - (a) Even when items came from same suspect
 - (b) Avoid cross-contamination
 - (c) Evidence/reference sample booked separately
 - (d) Evidence related to victim/suspect separately
 - (e) All evidence booked for DNA Analysis booked in paper
 - i. Never use plastic
 - ii. Climate controlled booking
 - d) Large items utilize DNA swabs
 - (1) Field officer may collect
 - (a) Property crimes
 - (b) Violent crimes
 - i. Consult detectives
 - ii. SID
 - (c) From item too large to be booked
 - (2) Officer Equipment
 - (a) BODE Secure Swab Kit
 - (b) PPE
 - (3) Preparation
 - (a) Place wrapped DNA collector near evidence
 - i. Barcode visible
 - ii. Photo if needed
 - (b) Open collector wrapper
 - i. Remove collector

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- ii. Grasp onto collective tube
 - iii. Place one barcode label on protective tube
 - (4) Evidence collection
 - (a) Hold collector firmly in hand
 - (b) Keep forefinger over reversible cap during collection
 - (c) Dry stain collection
 - i. Add 100 microliters of sterile water to swab
 - ii. Included in pouch
 - iii. About 3 drops
 - iv. Touch and rotate swab on stain
 - (d) Wet stain collection
 - i. Dab swab in evidence
 - ii. Collect about 100 microliters
 - iii. About 3 drops
 - iv. Air dry if too much fluid is collected
 - (5) Evidence Preservation
 - (a) Twist/pull reversible cap away from tube
 - (b) Do not touch swab
 - (c) Turn reversible cap 180 degrees
 - (d) Insert swab in protective tube
 - (e) Press and twist protective tube firmly to seal
 - (f) Insert collector into transport pouch
 - (g) Book as frozen evidence
 - i. Utilize LAPD Frozen envelope
 - ii. Place in freezer
 - iii. Book with property officer
 - (h) Discard remainder of collection pouch/gloves
 - k. Resources for victim
 - 1) Marsy's Law
 - a) All crime victims including:
 - (1) Stolen vehicles
 - (2) Hit and Run
 - b) Must be documented
 - 2) Business card
 - a) Yellow copy of IR will suffice
 - b) Legible and undamaged
 - l. City Attorney Disclosure
 - 1) All recordings videos disclosed
 - 2) All evidence disclosed
 - 3) Read reports with your name on it
- B. I/R Face Sheet completion
 - 1. Common Issues
 - a. Report Titling
 - 1) Know elements of crime
 - a) Difference between Purse Snatch and Robbery
 - b) Theft versus Burglary

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- c) Contact Detective for advice
- d) Watch Commander
- e) Proper Prosecution
- f) Crime Statistics
- 2) CalCrim Instructions
- 3) UCR flow charts
- b. Premises
 - 1) Document proper location on premises
 - a) Examples
 - (1) SFR should be
 - (a) Driveway
 - (b) Street
 - (c) Parking lot
 - (d) Porch
 - (2) Parking Lot could be
 - (a) Subterranean Garage
 - (b) Detached Garage
 - (c) Parking Structure
 - b) Aids/helps
 - (1) Creating modus operandi
 - (2) Understanding of crime problems in area
 - (3) Statistical reporting
 - (4) Crime prevention
- c. Case Screening Factors
 - 1) All must be checked to complete short form
 - a) Video counts as evidence
 - b) DNA counts as evidence
 - 2) Short Form should be a rare occurrence
 - a) Always try to collect evidence
 - b) Better report makes more solvable
- d. Suspect information
 - 1) Factual suspect data before description
 - a) Clothing not needed for named suspect
 - b) Personal descriptors for named suspect on FI
 - 2) Document suspect's information and data
 - a) Name
 - b) Address
 - c) Date of birth
 - d) Cellphone
 - e) Any ID number victim can provide
 - f) E-mail address
 - 3) Suspect Information Box
 - a) Does not ask for specific information (data)
 - b) Need to remember to document, see (2) above
 - c) Help Detectives locate and identify
 - (1) Generic names

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- (2) Not enough information to identify
- e. Professionalism
 - 1) Be legible
 - 2) Be neat
 - 3) Be complete
 - 4) Telephone numbers
 - 5) Addresses
 - 6) Spelling of names
 - a) Victims
 - b) Suspects
 - c) Witnesses
 - 7) Limited detectives
 - 8) Reflection of your investigation
 - a) Detectives
 - b) DA/CA
 - c) Defense Attorney
 - d) Court/Judge
 - e) Media
 - (1) Public Information Act
 - (2) Know access laws
 - (3) Refer to Media Relations
- C. Report Narrative (FACCCT)
 - 1. Factual
 - a. Exact and literal representation of the event or incident.
 - b. The factual report provides an objective accounting of the relevant facts
 - c. Conclusions must be based on objective facts
 - 1) These facts must be articulated
 - 2) The facts must be documented
 - 2. Accurate
 - a. Information
 - 1) Accuracy
 - a) Supported by decisions
 - b) Supported by actions
 - 2) Consistent with facts
 - 3) Discrepancies
 - a) None if possible
 - b) Explanations/documentation if existing
 - 4) Inaccurate information
 - a) Jeopardizes credibility
 - b) Jeopardizes reliability
 - b. Achieving accuracy
 - 1) Actions
 - a) Take notes
 - b) Review video/audio
 - 2) Elements of accurate information
 - a) Careful

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- b) Precise
 - c) Impartial
 - d) Honest
3. Clear
- a. Report must speak for the investigating officer
 - 1) No doubt
 - 2) No confusion on what the investigating officer is reporting
 - b. Achieving clarity
 - 1) Appropriate language
 - 2) Logical order
 - 3) Organization of information
 - a) Facts and events are presented
 - (1) Sequential
 - (2) Chronological order
 - b) Events should have a clear and logical tie to one another
 - 4) Language used
 - a) Simple
 - b) Common language
 - c) Readers do not need to be impressed
 - d) Slang /profanity
 - (1) Not used
 - (2) Exception if in the form of an exact quote
 - 5) Writing mechanics
 - a) A poorly written or sloppy report can imply
 - (1) Poor investigative skills
 - (2) Sloppy investigative skills
 - b) Proper use of commas and other punctuation marks
 - (1) Help convey the writer's meaning
 - (2) Professional in appearance
 - (3) Finished work product
 - c) Write in first person
 - (1) Help the reader clearly understand
 - (a) Who did what
 - (b) Who said what
 - (2) Proper pronoun use
 - (a) Leave no doubt in the reader's mind
 - i. Who
 - ii. What
 - iii. When
 - iv. Why
 - v. How
 - vi. Where
 - (b) Proofread
 - d) Errors can be distracting
 - (1) Spelling
 - (2) Word choice

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- (3) Grammar
 - e) Handwriting must be readable/legible
- 4. Concise
 - a. Reports should be brief
 - 1) Contain all relevant information
 - 2) Wordiness can make a report less readable
 - 3) Don't make report so short you sacrifice
 - a) Accuracy
 - b) Completeness
 - c) Clarity
 - b. Word selection
 - 1) Statements should be direct and concrete.
 - 2) Use of abstract phrases can confuse or mislead the reader.
 - 3) Plain English is the most effective way to convey information.
 - 4) Do not use a synonym for a word
 - a) Use of exact word may seem less interesting
 - b) It will eliminate misunderstanding.
 - c. Sentence structure and grammar
 - 1) Sentences should be short yet complete (subject-verb-object).
 - 2) Fragments can be misinterpreted or lead to confusion.
 - 3) Long drawn out sentences can be confusing and misleading.
 - d. Relevance
 - 1) Only include information needed by the user
 - 2) Do not speculate
- 5. Complete
 - a. Must contain
 - 1) All the relevant information
 - 2) All facts
 - b. A report is complete when:
 - 1) Descriptive
 - a) Report presents a complete word-picture of the event or incident
 - b) Descriptions are comprehensive
 - c) Physical conditions are noted
 - d) Users are able to mentally place themselves at the scene
 - 2) There are no questions left in the user's mind
 - a) The what, when, where, who, how, and why is recorded
 - b) Facts are presented
 - c) Statements are supported by details
 - 3) Reported actions
 - a) Order of events
 - (1) Clear
 - (2) Easy to follow
 - b) The actions taken by officers are chronologically/orderly reported
 - c) Decisions are supported with justifications
 - 4) Suspect statements
 - a) Always attempt to get a suspect statements

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- b) Seek advice of detectives
 - (1) Critical incidents
 - (2) High-profile crimes
 - (a) Homicide
 - (b) Armed robbery
 - (c) Home invasion
 - (d) Sexual assault
 - c. All-inclusive information
 - 1) Conflicting information
 - a) Conflicting information
 - (1) Conclusions
 - (2) Actions
 - (3) Statements
 - b) Must be included
 - 2) Deciding merit
 - a) Investigators
 - b) Prosecutors
 - c) Can only determine the merit of information that they are aware
6. Timely
- a. Due dates
 - 1) IR's
 - 2) Missing Persons
 - 3) Arrest reports
 - b. Officer's report must be completed a timely fashion
 - 1) Consequences
 - a) Evidence can be lost
 - b) Suspects or witnesses may disappear
 - c) Loss of support and good will in the community
 - 2) Ethical/moral responsibility
 - 3) Professionalism
- D. Laws of Arrest
- 1. Consensual encounter
 - a. Elements
 - 1) Face-to-face contact
 - 2) Circumstances
 - a) Cause a reasonable person to believe:
 - (1) They are free to leave
 - (2) Free to not cooperate
 - b. Legal justification
 - 1) None needed, except
 - 2) Officers must have right to be there
 - c. Absent a legal justification to detain or arrest,
 - 1) The person remains free not to cooperate, and
 - 2) May leave the officer's presence at any time during a consensual encounter
 - d. Non-compliance
 - 1) Does not equal reasonable suspicion

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- 2) Cannot be used to force cooperation
2. Reasonable Suspicion
 - a. Officer has specific and articulable facts that lead an officer to believe that:
 - 1) Unusual activity has occurred, is occurring or is about to occur
 - 2) The unusual activity is related to a crime
 - 3) The person to be detained is associated with the criminal activity
 - b. If an officer has reasonable suspicion that criminal activity may be present, the officer may detain the suspect
 - c. Use of reasonable force and/or restraint
 - 1) Officers may use to compel the person to remain
 - 2) 835(a) PC
 - a) Effect arrest
 - b) Prevent escape
 - c) Overcome resistance
 - 3) The officer may:
 - a) handcuff
 - b) place persons in a police vehicle
 - d. Length of the detention
 - 1) As long as needed to investigate the matter
 - 2) Reasonable still applies
 - e. Pat-downs
 - 1) Articulable facts
 - 2) Suspect
 - a) May be armed
 - b) May be dangerous
3. Probable Cause
 - a. A lawful arrest must be based upon Probable Cause.
 - b. Probable Cause to arrest is defined as a set of facts that would cause a reasonable person to form an Honest and Strong belief that the person arrested has committed a crime.
 - c. Both an Arrest and a detention should be based on totality of circumstances
 1. Officer's training and experience
 2. Not interchangeable with Reasonable Suspicion – requires a higher level

VI. Legislative and Policies Update

- A. AB 392
 1. Basics
 - a. Use of Deadly Force criteria changes from reasonable to NECESSARY
 - b. Passed August 19, 2019
 - c. Effective January 1, 2020
 - 1) SEE LAPD UoF Policy (Directive No. 1.2)
 2. Terminology
 - a. Deadly Force
 - b. Feasible
 - c. Imminent
 - d. Necessary

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- e. Objectively Reasonable
- f. Serious Bodily Injury
- g. **PROPORTIONALITY**

VII. Successful Prosecution

A. Crime Elements

1. Penal Code

- a. Letter of the law
- b. “Legalese”
 - 1) Difficult to understand
 - 2) Not step-by-step
- c. Currently taught to officers
- d. Hard copies
 - 1) Widely available at divisions
 - 2) Can be out of date
 - 3) Incomplete or missing information
- e. Problems with the elements
 - 1) Might match multiple sections
 - 2) Guessing game (find the right code)
 - 3) Matching some elements but not all

2. CalCrim Jury Instructions

- a. Definition
 - 1) Judicial Council of California
 - 2) Criminal Jury Instructions
- b. Written for civilian jurors
 - 1) Step-by-step
 - 2) With definitions
- c. Actually used with jurors

3. Penal Code vs. CalCrim

- a. Ingredients vs. recipe
- b. Build case towards the jurors
- c. Matching crime elements vs. ability to prove

4. Use of CalCrim to build cases

- a. Arrest to probable cause, write to CalCrim
- b. Threshold to arrest is lower than threshold to prosecute successfully
 - 1) Probable Cause
 - 2) Going beyond reasonable suspicion
- c. Case-building with the end goal in mind
- d. Organization
 - 1) Directs the investigation
 - 2) Gives a framework
 - a) To find information
 - (1) Evidence
 - (2) Statements
 - b) To interview

B. Bail Enhancements

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1. In practice
 - a. Review criminal history
 - 1) CCHRS
 - 2) Rap Sheet
 - 3) Interview
 - 4) Gang information
 - a) CalGangs
 - b) Gang officers
 - c) Statements
 - d) FI Cards
 - b. Felony Bail Schedule
 - 1) Los Angeles County
 - a) <http://www.lacourt.org/division/criminal/pdf/felony.pdf>
 - b) Most updated version (2015)
 - 2) Felony Bail Computation Worksheet
2. Commonly Used
 - a. Gangs
 - 1) Benefit of a street gang
 - 2) With gun – see Weapons violations below
 - b. Weapons
 - 1) Other than firearm
 - 2) Possession/use/discharge of firearm
 - 3) Firearm not causing GBI
 - 4) Firearm causing GBI or Death
 - c. Property Damage
 - 1) Extensive loss by amount
 - 2) Greater than, 65k, 200k, etc...
 - d. Injuries
 - e. Narcotics
 - f. Priors
 - 1) “Strikes”
 - 2) Recent prison term
 - 3) Out on bail
 - g. Other
 - 1) Hate crimes
 - 2) Age of victim (< 14 or > 65)
 - 3) Probation and Parole
 - 4) Life term

VIII. Care of Victims and Witnesses

- A. Initial response to a victim
 1. Goal/Purpose
 - a. Effectively obtain
 - b. Most information possible
 - c. Information that will (or even may) be useful at trial
 2. Methods/Techniques

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- a. Address a victim's fears
- b. Reassure the victim
- c. Gather all relevant information
- 3. Outcomes and Reasons
 - a. Long-lasting impact on that individual's view of the justice system
 - b. Impact on participation in the investigation
 - c. Impact on prosecution of the crime
- 4. Victim Coping
 - a. Definition
 - 1) How the victim deals with the crime
 - a) Short term
 - b) Long term
 - c) Depends largely on their experiences
 - 2) External factors
 - a) Law enforcement treatment
 - b) Prior experiences
 - c) Family/friend support
 - b. Law enforcement treatment immediately after the crime
 - 1) Officers
 - a) First official to interact with victims
 - b) Unique position to help victims
 - c) Cope with the immediate trauma of the crime
 - d) Help regain a sense of security
 - e) Help regain control over their lives
 - f) Role critical
 - g) Encourage/facilitate participation in criminal justice system
 - h) More contact with crime victims than any other criminal justice professional
 - 2) Circumstances of a crime scene
 - a) Dictate when and how responding officers first address victims and their needs
 - b) May delay fully attending to victims
 - (1) Juggle many tasks
 - (2) Determining what other emergency services are needed and calling for them
 - (3) Evacuating people from site
 - (4) Securing the crime scene
 - (5) Advising other public safety personnel upon their arrival
 - 3) Completion of most urgent tasks
 - a) Focus attention on victims and their needs
 - (1) Critical elements of victim recovery
 - (2) Officers' approach
 - (3) Officers' ability to relate
 - (4) Explanation of various law enforcement responsibilities
 - b) Awareness of the needs of victims
 - (1) Dimensions and consequences of crime for victims
 - (2) Common responses to victimization
 - (3) Particular needs of distinct victim populations

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- 4) Officers' actions during initial response
 - a) Approach victims in a respectful and supportive manner
 - (1) Gain their trust and cooperation
 - (2) More willing to provide detailed information
 - (a) Officers
 - (b) Investigators
 - (c) Prosecutors
 - (3) Conviction of more criminals
 - (4) Officers are there for the victim
 - (a) Crime victims are not just witnesses
 - (b) Not there to assist you with your duties
 - (c) Put victims first!
 - (d) Explain options and courses of action
 - b) Officer's interaction with victim
 - (1) Critical in success of the investigation
 - (2) A positive contact will affect the victim beneficially
 - (3) A negative contact will adversely impact the victim
- 5) Support for victims and witnesses
 - a) State of being
 - (1) Upset
 - (2) Scared
 - (3) Embarrassed
 - (4) Suspicious
 - b) Good investigative interview techniques
 - (1) Help to calm or reassure them
 - (2) Provide an accurate account
- c. Victim safety
 - 1) Reality vs. perception
 - 2) Trauma of their victimization
 - a) Helpless
 - b) Vulnerable
 - c) Frightened
 - 3) Methods/Actions
 - a) Introduce yourself to victims
 - (1) Name
 - (2) Title
 - b) Explain your role and duties
 - c) Reassure victims of their safety
 - (1) Show your concern for them
 - (a) Purposeful communication
 - i. Attending
 - ii. Listening
 - iii. Questioning
 - iv. Suspending frame of reference
 - (b) Methods/techniques
 - i. Being attentive

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- ii. Semantics/word choice
- iii. Non-verbal communication
- iv. Posture
- v. Mannerisms
- vi. Tone of voice
- (c) Concern easily forgotten
 - i. Heat of the moment
 - ii. Distractions
 - iii. Continuous empathy
- (2) Phrasing
 - (a) “You’re safe now”
 - (b) “I’m here now”
- (3) Body language to show concern
 - (a) Nodding head
 - (b) Natural eye contact
 - (c) Placing yourself at the victims’ level
 - (d) Not standing over victims who are seated
 - (e) Open stance rather than crossing arms
 - (f) Speaking in a calm, empathetic tone of voice
- (4) Convey a clear message
 - (a) Calming, supportive statements
 - (b) Body language can convey the opposite message
 - i. Boredom
 - ii. Irritation
 - iii. Disbelief
 - iv. Dislike
 - v. Anger
- d) Preliminary questioning
 - (1) Ask victims to tell in just a sentence or two what happened
 - (2) Let victims know that you will conduct a full interview soon
 - (a) Ask simple questions
 - (b) Allow victims to make decisions
 - (c) Assert themselves
 - (3) Regain control over their lives
 - (a) “Would you like anything to drink?”
 - (b) “May I come inside and talk with you?”
 - (c) “How would you like me to address you?”
 - (4) Be mindful of victims’ privacy
 - (a) Interview in a place where victims feel comfortable
 - (b) Ensure security
- e) Safety assessment
 - (1) Ask if they have any physical injuries
 - (2) Take care of victims’ medical needs first
 - (a) Assess need for emergency medical care
 - (b) Facilitate access to care/services (e.g., transport for medical/forensic examination)

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- (3) Protect evidence
 - (a) Body
 - (b) Clothing
 - (c) Location
- (4) Offer contact
 - (a) Family member or friend
 - (b) Victim services
 - (c) Crisis counselor
- f) Secondary questioning
 - (1) Ask victims about any special concerns
 - (2) Accommodations
 - (3) Needs they may have
- g) Understanding victims' need to express emotions
 - (1) Air their emotions
 - (2) Tell their story after the trauma of the crime
 - (3) Have their feelings accepted and their story heard
- d. First response to victims of crime
 - 1) Non-judgmental listener
 - 2) Feelings in addition to fear
 - a) Self-blame
 - b) Anger
 - c) Shame
 - d) Sadness
 - e) Denial
 - 3) Common response
 - a) "I can't believe this happened to me"
 - b) Emotional distress
 - 4) Feelings may surface in seemingly peculiar ways
 - a) Laughter
 - b) Expressionless face
 - c) Rage
 - (1) Can be directed at the people who are trying to help them
 - (2) Law enforcement officers
 - (3) Help not arriving at the scene of the crime sooner
 - d) Facilitate victims' need to express their emotions
 - (1) Do not interrupt
 - (2) Do not cut short victims' expression of their emotions
 - e) Observe victims' body language
 - (1) Posture
 - (2) Facial expression
 - (3) Tone of voice
 - (4) Gestures
 - (5) Eye contact
 - (6) General appearance
 - f) Understand and respond to victims
 - (1) What they are feeling

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- (2) What they are saying
- g) Assure victims
 - (1) Emotional reactions to the crime are not uncommon
 - (2) Sympathize with victims
 - (a) “You’ve been through something very frightening. I’m sorry”
 - (b) “What you’re feeling is completely natural”
 - (c) “This was a terrible crime. I’m sorry it happened to you.”
- h) Counter any self-blame by victims
 - (1) “You didn’t do anything wrong.”
 - (2) “This was not your fault.”
- i) Talk with victims as individuals
 - (1) Do more than just “take a report”
 - (2) Sit down and place your notepad aside momentarily
 - (3) Ask victims how they are feeling and listen
 - (4) Be aware of the victim’s fears, embarrassment and confusion
- e. Victim cooperation
 - 1) Actions vs. willingness
 - 2) Factors
 - a) Officers must be aware of these factors
 - b) Victim concerns
 - (1) Reassure the victim
 - (2) Types of reassurance
 - (a) Legitimacy (concerns are legitimate)
 - (b) Actionable (concerns are being addressed)
 - c) Officers’ general approach
 - (1) Reflect the seriousness of the offense
 - (2) Utilize special interviewing techniques to overcome reluctance to report
 - (3) Handle the situation in such a manner that the victim views the officer’s behavior as positive
 - d) Reporting the crime
 - (1) This may be the first time that the victim has called the police
 - (2) The neighbors may have called the police
 - (a) Victim may be surprised to see the police officers
 - (b) Victim may be embarrassed
 - (c) Awareness
 - i. Ignorance of criminal statutes
 - ii. Domestic Violence victim may not be aware that the abuse is a crime
 - e) Officers may be asking the victim very personal questions
 - (1) No one else has ever asked before
 - (2) Victim doesn’t know the officers
 - f) Victim’s feelings can hinder the police investigation
 - (1) Especially true in DV cases
 - (2) Feelings may inhibit the victim’s willingness to cooperate
 - (3) Fear for self, children and possibly, for suspect
 - (4) Immobilization and shock

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- (5) Feelings of helplessness and hopelessness to effect change
 - (a) Guilt, fear, shame or embarrassment
 - (b) Feelings of self-blame
 - i. Victim may feel responsible for the violence
 - ii. Did not take precautions
 - iii. Placed self in compromising circumstance
 - (c) Feelings of isolation, i.e. the victim may have been isolated
 - (d) Victim may appear unresponsive or impaired
- 3) Responding to Victim Fears
 - a) Gain the victim's confidence and cooperation
 - b) Officers must show themselves to be aware of feelings
 - (1) Responsive to feelings
 - (2) Reassure victim
 - (a) Increase willingness to reveal the specifics of the crime
 - (b) Emphasize that the victim is not responsible or to be blamed
 - (3) Explain that victim is safe while you are present
 - (4) Police are there to help the victim
 - (5) Victim is not alone
 - c) Factors influencing victims' response
 - (1) Lack of Faith in the Criminal Justice System
 - (a) Victim may have previously signed a criminal complaint
 - (b) Cooperated fully with law enforcement and the courts
 - i. Case dismissed
 - ii. Victim may have received "punishment" for having called the police
 - (2) Officers said there was nothing they could do
 - (3) Genuine Confusion
 - (a) Some victims are genuinely confused about their feelings (DV)
 - i. Suspect respected members of their communities when not violent
 - ii. May be very good fathers or mothers
 - iii. Loving husbands or wives
 - iv. Know the suspect
 - v. May have a very long and complicated relationship with the suspect
 - (b) Family and friends may not believe the victim
 - i. May even pressure victim again and again
 - ii. "Give him another chance"
 - d) Working to Overcome Reluctance
 - (1) Expect reluctance
 - (2) Take into account
 - (a) Investigation
 - (b) Handling of the case
 - (3) Do not:
 - (a) Become impatient
 - (b) Frustrated
 - (c) Hostile
 - (4) Suspect may know the victim (gang or drug-related violence)
 - (a) Victim's whereabouts

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- (b) Victim's family victim/witness
- (5) Mobilize and encourage victims
 - (a) Remind victims that a crime has occurred
 - (b) They have the right to be free from physical assaults and abuse
 - (c) Counseling and other programs
 - (d) Decrease or end the offender's destructive behavior
 - (e) Programs that help
 - (f) Counselors
 - (g) Options and alternatives
 - (h) Reassure
 - i. Not alone
 - ii. Cannot solve a violent partner's problems (DV)
 - iii. DV usually reoccurs and gets worse
 - iv. Need intervention.
 - v. Not helping the abuser if victim colludes with suspect
- B. Interviewing Victims and Witnesses
 - 1. Investigative interviewing
 - a. Obtain accurate and reliable accounts
 - 1) victims
 - 2) witnesses
 - 3) suspects
 - b. Accuracy
 - 1) Information as complete as possible
 - 2) Without any omissions or distortion
 - c. Reliable
 - 1) Information given truthfully
 - 2) Able to withstand further scrutiny (i.e. courts)
 - d. Accurate and reliable accounts
 - 1) Ensure that the investigation can be taken further
 - 2) Open other lines of inquiry
 - 3) Basis for questioning others
 - e. Fair and impartial questioning
 - 1) Must not approach any interview with prejudice
 - 2) Prepared to believe the account that they are being given
 - a) Use common sense and judgment
 - b) Assess accuracy of what is said
 - (1) Accounts obtained
 - (2) Tested against what the interviewer already knows
 - (3) What can be reasonably established
 - (4) Establishing facts
 - 3) No personal beliefs
 - 4) People with clear or perceived vulnerabilities or disabilities
 - a) Should be treated with particular care
 - b) Extra safeguards should be put in place
 - f. Goal of the interview
 - 1) Gain the trust of the victim

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- a) Always use proper interview techniques
 - b) When appropriate, use an interpreter
 - c) Provide any other victim services
 - d) Establish good rapport prior to conducting interviews
 - e) May help to avoid conflicting statements
 - f) May increase the victim's willingness to testify in court
 - 2) Instill a sense of security
 - 3) Gather the necessary facts related to potential criminal charges
 - a) Inconsistent statements are not uncommon
 - (1) Do not necessarily indicate that the victim lacks credibility
 - (2) Confusion
 - (3) Trauma
 - b) A victim interview is not an interrogation
 - c) Victim treatment
 - (1) Respect
 - (2) Compassion
 - (3) Courtesy
 - 4) Public confidence
 - a) Professional interviews
 - b) Provide high-quality material
 - (1) Enables the guilty to be brought to justice
 - (2) Innocent to be exonerated
 - c) Increase public confidence in the police service
2. Considerations
- a. Victims are also witnesses
 - 1) Gather as much information as possible
 - 2) Need to complete a crime report
 - 3) Opportunity to record information about the crime
 - 4) Include accurate and reliable information obtained from witnesses
 - b. Consistent performance in inconsistent locations
 - 1) Locations for interviews
 - a) Conducted at scenes of crime
 - b) Witnesses' homes
 - c) Places of work
 - d) In cars
 - e) In the street
 - 2) Develop techniques of investigative interviewing
 - a) Help achieve results
 - b) Mitigate unpromising circumstances
 - c. Avoid a re-victimization of victims
 - 1) Inadvertently making comments
 - 2) Asking questions that are hurtful to victims
 - 3) Implying that victims are partially responsible for their own victimization
 - 4) Forgetting to return property taken from victims as evidence
 - 5) Any other way unknowingly being insensitive to victims
 - d. Structure of interview

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- 1) Conduct as soon as possible after the incident
 - 2) Quiet place
 - 3) Minimum distraction
 - e. Maximum privacy (car or private room)
 - f. Account of incident
 - 1) Main details should be obtained
 - 2) Produce a statement from an interview
 - 3) Taken at scene immediately following incident or at a later time/place
3. Investigative mindset
- a. Effective planning in line with the whole investigation
 - 1) What they want to achieve via interview
 - 2) Set objectives
 - b. Corroborate information already known
 - c. Disprove information already known
 - d. Fill the gaps in the investigation
 - 1) Testing and corroborating information by other means where possible
 - 2) Ask a wide range of questions
 - 3) Obtain material which may assist an investigation
 - 4) Provide sufficient evidence or information
 - a) Not the same as proving an argument in court
 - (1) Not bound by the same rules of evidence for lawyers
 - (2) Investigators are not bound to accept the first answer given
 - b) Questioning is not unfair merely because it is persistent
4. Proper Questioning
- a. Benefits
 - 1) Help extract information from the interviewee
 - 2) Interviewees question comprehension
 - b. Methods/techniques
 - 1) Short and simple as possible
 - 2) Specific and direct
 - 3) No jargon
 - 4) No language which the interviewee may not understand
 - 5) Ask open-ended questions
 - 6) Avoid questions that can be answered with a yes or no
 - a) "Can you tell me what happened?"
 - b) "Is there anything else you can tell me?"
 - 7) Supportive and matter-of-fact tone of voice
 - 8) Active listening
 - a) Facial expressions
 - b) Body language
 - c) Comments
 - d) "Take your time; I'm listening"
 - e) "We can take a break if you like; I'm in no hurry."
 - 9) Refrain from interrupting victims
 - 10) Repeat or rephrase what you think you heard victims say
 - a) "Let's see if I understood you correctly. Did you say . . . ?"

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- b) "So, as I understand it, . . ."
- c) "Are you saying . . . ?"
- 5. Improper questioning
 - a. Questions which appear to blame the victim
 - b. Intimidating the victim
 - c. Obscuring important evidence
 - d. Accusing or hostile questions
 - 1) "What did you do (or say) to make this person hit you?"
 - 2) "What were you doing out that late?"
 - e. Questions which are ambiguous or rhetorical
 - 1) "Are you okay?"
 - 2) Automatic answer, "I'm fine."
 - a) The person may not be fine at all
 - b) Often the victim is in shock
 - c) May not be fully aware of injuries
- 6. Additional Interviewing Strategies
 - a. Objectives/purpose
 - 1) To be calm and direct
 - 2) To calm other parties
 - b. Methods/techniques
 - 1) Angry or distraught victim
 - a) Utilize diffusing
 - b) Directly ask to:
 - (1) Slow down
 - (2) Talk slowly
 - (3) Lower voice
 - 2) Victim yelling, crying or generally difficult to interview
 - a) Tell him or her you cannot understand
 - b) Repeat these instructions over and over in a calm, direct tone of voice
 - c) Specific words officers use may be less important than way they say them
 - d) Firm voice
 - (1) To focus on what the officers are saying
 - (2) Calm down
 - e) Allow victim to vent
 - (1) Pacing
 - (2) Breathing
 - (3) Verbalization
 - 3) Be patient
 - a) Victim may not understand
 - b) Victim may not answer them fully
 - 4) Use specific, non-accusatory questions
 - a) Don't get bogged down trying to ascertain motives
 - b) Motive of a person who commits a crime
 - (1) Not relevant as long as the offender intended to do the act
 - (2) Willfully assaulted the victim
- 7. Key question types

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- a. Open-ended
 - 1) Examples
 - a) “Tell me...”
 - b) “Describe...”
 - c) “Explain...”
 - 2) Useful at the beginning of an interview
 - a) Allow for a full, unrestricted account
 - b) Answers less likely to have been influenced by interviewer
 - 3) Facilitation
 - a) Don’t engage in “Interviewus Interruptus”
 - b) Avoid interrupting the interviewee when asking open questions
- b. Specific-closed
 - 1) Examples
 - a) “Who did that?”
 - b) “What did he say?”
 - c) “Where does he live?”
 - d) “When did this happen?”
 - 2) Gives the interviewer more control
 - 3) Elicit information not yet provided in response to open-ended questions
 - 4) Clarify and extend an account
 - 5) Cover important information
 - 6) Challenge account
 - 7) Potential disadvantage of restricting an interviewee’s account
- c. Forced-choice
 - 1) Examples
 - a) “Was the weapon a gun or knife?”
 - b) “Were the napkins on the table or the dresser?” s
 - 2) Difficulties with forced-choice
 - a) Might guess the answer by selecting one of the options given
 - b) Might simply say ‘yes’ in response to the question
 - (1) Interviewer to guess which part of the question the response applied to
 - (2) Requires a follow-up question to clarify
 - c) Choice of answer might not contain the correct information
 - d) “Was it dark blue or light blue”
 - e) Could have been medium blue
- d. Multiple or compound
 - 1) Examples
 - a) “Where did he come from, what did he look like and where did he go to?”
 - b) “Did he have the gun in his right hand and what color was it?”
 - 2) May also refer to multiple concepts or subjects “What did they look like”
 - 3) Confusion
 - a) Interviewee: Not knowing which part of the question to answer
 - b) Interviewer not knowing which part of the question to which the answer refers
- e. Leading
 - 1) Example - “You saw the gun, didn’t you?”
 - 2) Implies the answer or assumes facts that are likely to be disputed

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- 3) Adverse influence on interviewee's response
 - 4) Distort the interviewee's memory
 - 5) May be less credible
 - 6) Could be ruled inadmissible
 - 7) Used only as a last resort
8. Special Considerations
- a. Americans with Disabilities Act considerations
 - 1) Deaf and hard of hearing
 - 2) Mental impairment
 - 3) Intellectually delayed/disabled
 - 4) Persons with mental illness
 - b. Interviewing Children
 - 1) Interview children away from the parents (DV)
 - 2) Comfortable place for children
 - 3) Officer at eye level with the child
 - 4) Befriend the child and explain why the police are there
 - 5) Do not indicate what response officers want from the child
 - 6) Be careful in using leading questions
 - 7) Be alert to any indication that the child is fearful
 - 8) Be alert if child feels responsible for what has happened (DV)
 - 9) Be alert for any signs of child abuse
 - 10) Where there is spousal abuse, also often child abuse
9. Summarizing interview for crime report
- a. Remember FACCT
 - 1) Factual
 - 2) Accurate
 - 3) Clear
 - 4) Concise
 - 5) Complete
 - 6) Timely
 - b. Statement accurately reflects what the witness has said
 - 1) Relevant points
 - 2) Prove the offense in question
 - c. Document
 - 1) Following the victim interview
 - 2) Forms the basis of any further investigation
 - 3) Disclosed in evidence to defense lawyers
 - 4) Scrutinized it to ensure that it is accurate
 - d. Consistent with other evidence
 - 1) Crime reports must contain as much information as possible
 - 2) Provide sufficient detail
 - 3) Assist any officer who undertakes further investigation
 - e. Any notes that are made must be retained
 - 1) Field Officer Notebook
 - 2) Prosecution may need to disclose unused material
- C. Resources and What Comes Next

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1. Addressing victims' concerns
 - a. Role in the investigation of the crime
 - b. Legal proceedings
 - c. Media attention on themselves
 - d. Ability to pay for medical care
 - e. Property damage
 - f. Anxiety may be alleviated
2. Helping victims know what to expect
 - a. Help victims prepare themselves
 - 1) Upcoming stressful events
 - 2) Disruptions in their lives related to the crime
 - b. Respond to need to know "what comes next"
 - c. Explain to victims
 - 1) What you are doing
 - 2) Law enforcement procedures
 - a) Tasks that are pending
 - b) Filing of your report
 - c) Investigation of the crime
 - d) Arrest and arraignment of a suspect
 - e) Forthcoming law enforcement interviews
 - 3) Other kinds of interviews they can expect
 - 4) General nature of any medical forensic examinations
 - a) Victim may be asked to undergo
 - b) Importance of examinations for law enforcement
 - 5) Specific information from the crime report
 - a) Available to news organizations
 - b) Likelihood of the media releasing any of this information
 - d. Counsel crime victims on natural reactions
 - 1) Lapses of concentration
 - 2) Memory losses
 - 3) Depression
 - 4) Physical ailments
 - e. Encourage victims to reestablish regular routines
 - 1) As quickly as possible
 - 2) Will help speed their recovery
3. Resources available for help and information
 - a. California Law:
 - 1) Confidentiality on crime report
 - 2) Medical/forensic examination at no charge
 - 3) Accompaniment
 - a) Police interviews
 - b) Medical exam
 - c) DA interviews
 - 4) Explanations
 - a) Information law enforcement agencies
 - b) Required by law to provide

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- (1) To victims of criminal acts
 - (2) Government Code Sections 13950-13966
 - (a) Indemnification of Victims of Crime
 - (b) Compensation
 - c) Legal information
 - d) Procedural information available to the victim
 - e) Victim's rights and services available to sexual assault victims
 - f) Marsy's Law
 - (1) Victim's Bill of Rights
 - (2) Explain qualifications for compensation under the Victims of Crime Compensation Program
 - g) Marsy's Card
 - (1) Required by law
 - (2) Given to crime victims
 - (a) Rights
 - (b) Resources
 - i. Contact information for victim services
 - (c) State crime victim compensation program
 - (d) National Service Providers
 - (e) Toll free hotlines
 - (3) Urge victims to contact and utilize these services for help
 - 5) What is next
 - a) Advise victims as to what, if anything, they need to do next
 - b) Ask victims if they have any questions
 - c) Provide department telephone number (detectives)
 - d) Encourage them to call for further assistance.
4. First response a key factor
- a. Whether or not a victim ultimately accesses needed services and assistance
 - 1) Crisis intervention
 - 2) Counseling
 - 3) Financial compensation
 - 4) Information
 - 5) Referrals to community programs
 - 6) Help in navigating the justice process
 - b. Provide a "safety net" for victims before leaving them
 - 1) Make telephone calls
 - 2) Pull together personal and professional support for victims

IX. Investigations – Evaluated Activity

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Module

Command and Control

Module Goal

To build the community leader by applying advanced empathy toward ownership, leadership, and action-discipline during tactical incidents

VIII. Procedural Justice

- A. Definition
 - 1. Who
 - a. Suspects
 - b. Witnesses
 - c. Violators
 - d. Defendants
 - e. Clients
 - 2. Perceive the process to be fair
 - 3. More likely to
 - a. Comply
 - b. Follow future laws
 - c. Be satisfied with interactions
 - 1) Support law enforcement
 - 2) Not initiate complaints
 - 4. Regardless of winning or losing
- B. Reasons for adoption or use
 - 1. Perceived fairness of process vs. fairness of outcome
 - 2. Constant demonstration of legitimacy
 - 3. Consequences
 - a. People are less likely to cooperate
 - 1) Increased risk management
 - 2) More UOF
 - b. Less-satisfied with the interactions
- C. Dimensions/Components of Procedural Fairness
 - 1. Voice
 - a. Client's (you) perception
 - b. "Your" side of the story has been heard
 - 2. Respect
 - a. Involved parties
 - b. Treat you with dignity and respect
 - 3. Neutrality
 - a. Decision-making processes
 - b. Unbiased
 - c. Trustworthy
 - 4. Trust
 - a. Sincerity and Caring

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- b. Listening and Consideration
- c. Honest and open about basis for actions
- 5. Understanding
 - a. Comprehension of process
 - b. How decisions are made
- 6. Helpfulness
 - a. Involved parties have empathy
 - b. Interested in your personal situation
 - c. To the extent the law allows
- D. Obstacles to implementation
 - 1. Overwhelming
 - a. Workloads
 - 1) Overtime limitations
 - 2) More radio calls
 - 3) More paperwork/reports
 - 4) Specific missions
 - a) “Hide” car
 - b) CompStat-driven policing responsibilities
 - 5) Deployment issues
 - a) Less patrol personnel
 - b) Less support personnel
 - b. Caseloads
 - 1) Overtime limitations
 - 2) More paperwork/reports
 - 3) Deployment issues
 - a) Less detective personnel
 - b) Less support personnel
 - 2. Communication difficulties
 - a. Complex legal ideas
 - b. Technical information
 - c. Confidential information
 - 1) Perceived confidentiality
 - 2) Actual confidential information (Informants, etc...)
 - d. Cultural and linguistic differences
- E. Implementation Strategies
 - 1. Humanize the experience
 - a. Appear approachable
 - 1) Hands off weapons
 - 2) Lowered voice
 - 3) Smile!
 - b. Convey respect
 - 1) Use body language
 - a) Eye-contact
 - b) Posture
 - c) Gestures
 - d) Facial Expressions

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- 2) Be courteous
- 3) Give thanks for cooperation
2. Explain what you are doing and why
 - a. Sharing information
 - 1) Know what is confidential and what isn't
 - 2) Be aware of self-disclosure
 - b. Decrease trauma of the event (traffic stop, etc...)
 - c. Use simple terms
 - d. Explain your actions
 - e. Possible consequences (set expectations)
 - f. Example – Court summons
 - 1) Explain process for appearing at court
 - 2) Give directions to court
 - 3) Options to resolve (mail or online)
 - g. Can help to promote compliance
3. Create opportunities to be heard
 - a. Give opportunity to speak
 - 1) Observe
 - 2) Suspend your frame of reference
 - 3) Active listening
 - b. Encourage people to share concerns
 - 1) Being heard increases perceptions of fairness
 - 2) Being heard is the important concept, not the final outcome/decision
 - c. Maximize citizen's voice in context
 - 1) Traffic stop
 - 2) Walk-up
4. Situational objectivity
5. Consider environmental factors
 - a. Ensure laws and codes are clearly posted, if applicable
 - b. Reasonable
 - c. Provide means to overcome language/cultural barriers

XI. Use of Force Philosophy

- A. Law Enforcement Perception
 1. Of police
 - a. Para-military
 - b. Loyal
 - c. Warriors
 - d. Protectors
 - e. Capable of necessary violence
 - f. Brave
 - g. Unappreciated
 - h. Misunderstood
 2. Of uses of force
 - a. Justified
 - b. Legal

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- c. Necessary
- d. About safety
- e. About personal safety
- B. Public Perception
 - 1. Of police
 - a. Militant
 - b. Power driven
 - c. Obnoxious
 - d. Rude
 - e. Desire to violate rights of the public
 - f. Racist
 - g. Us vs. them mentality
 - h. Paid by taxpayer money
 - 2. Of uses of force
 - a. From a place of hate
 - b. Racist
 - c. Brutal
 - d. Unnecessary
 - e. Violence over non-violent options
- C. Values Alignment
 - 1. Department's philosophy of policing
 - a. Mission
 - 1) Reduce the fear and incidence of crime
 - 2) Enhance public safety
 - 3) Working with diverse communities
 - 4) Improve quality of life
 - b. Vision
 - 1) As closely as possible
 - 2) A City as free from crime and public disorder as possible
 - c. Values
 - 1) Service to the community
 - 2) Reverence for the law
 - 3) Commitment to leadership
 - 4) Integrity in all we say and do
 - 5) Respect for people
 - 6) Quality through continuous improvement
 - 2. Goals of the department
 - a. Chief's goals
 - Crime reduction
 - 1) Employee wellness
 - 2) Commitment to constitutional policing
 - 3) Preparation for, response to major and catastrophic events
 - 4) TODO
 - b. Area goals
 - c. Divisional goals
 - d. Bureau goals
 - e. Specialized unit goals

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3. Community's expectations of the Department
 - a. Respond to calls for service
 - b. Treat citizens fairly
 - c. Treat citizens with respect
 - d. Be professional at all times
 - e. Use the minimum force necessary
 - 1) "Shooting guns out of hand"
 - 2) Non-lethal force only
 - f. As little police contact as possible
 - 1) Non-intrusive presence
 - 2) No unnecessary stops/contacts
 - g. Cite flagrant violators
 - 1) Usually not themselves
 - 2) Not concerned with equipment violations
4. Police culture
 - a. Aligned with public expectations
 - 1) Academy
 - a) Willing to help public
 - b) Treat all citizens fairly
 - 2) Rank-and-file officers
 - a) Professional behavior
 - b) Interactions with children
 - c) Investigations
 - b. Not aligned with public expectations
 - 1) Department history
 - a) Corruption cases
 - b) Notable uses of force
 - (1) Rodney King
 - (2) Stanley Miller
 - (3) Devon Brown
 - (4) Ezell Ford
 - (5) Omar Abrego
 - 2) Use of force philosophy
 - a) When to use force
 - b) What force to use
 - c) Amount of force used
 - c. Perception
 - 1) Image of the Department
 - 2) Impression of the Department
5. Forming perception
 - a. Interpretive process
 - 1) Definition
 - a) Where the police officer
 - b) Interacts with the citizen
 - c) And the perceptions that arise from that interaction
 - 2) Theoretical vs. Reality

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- b. What forms perception
 - 1) Professionalism
 - 2) Empathy
 - 3) Actions
 - a) Direct
 - b) Inaction or lack of action
 - 4) Comments
 - 5) Demeanor
- c. Purposefully changing the formation of perception
 - 1) Utilizing Procedural Fairness
 - 2) Dimensions/components
 - a) Voice
 - b) Respect
 - c) Neutrality
 - d) Trust
 - e) Understanding
 - f) Helpfulness
- 6. Excessive force vs. reasonable force
 - a. Legal definitions
 - 1) Graham vs. Connor
 - 2) Objective reasonableness
 - 3) UOF Continuum
 - 4) When (835 (a) PC)
 - a) Effect arrest
 - b) Prevent escape
 - c) Overcome resistance
 - b. Preservation of life
 - 1) Minimum use of force
 - 2) Render first aid
 - c. Expectations of the reasonable person
 - 1) Minimum use of force necessary
 - 2) Skilled with tools of force
 - 3) Assessment of force by the civilian 'reasonable person' is what matters
 - a) Police Commission
 - b) Inspector General
 - c) United States Attorney
 - d) Federal Monitors
 - 4) Last resort
 - a) Only when necessary
 - b) Use any other means first
 - d. Brutality
 - 1) Conscious act
 - 2) Intent to harm
 - e. Excessive Force
 - 1) Misunderstanding
 - 2) Mistake

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- 3) Ineffective use of tools
- 7. Gaining control of the situation
 - a. Accommodating force
 - 1) De-escalation of force
 - 2) Tactical communication techniques
 - 3) Reducing tension (not by using force) to lessen suspect resistance
 - b. Dominating force
 - 1) Unsuccessful accommodating force
 - 2) Continuous communication
 - 3) Using only the force necessary to overcome civilian resistance
 - a) Objectively reasonable
 - b) UOF continuum
 - c. Symmetrical response
 - 1) Often the intuitive or visceral response
 - 2) Needs to be appropriate for the situation
 - 3) Should not override professional behavior
 - 4) Police tend to respond in kind
 - 5) To actions and behavior of the people they meet
 - d. Asymmetrical Status Norm
 - 1) Sociological phenomenon
 - a) People are treated differently
 - b) Based on their perceived importance
 - c) Importance is in the eye of the beholder
 - 2) Definition
 - a) Interpersonal norm
 - b) Unequal perceived status
 - c) Difference in status influences the flow of deference
 - 3) Importance
 - a) Police officers must recognize
 - (1) People come from different strata (sociological statuses)
 - (2) The need to treat everyone with respect, regardless of status
 - (3) The public will respond symmetrically to lack of respect based on perceived status
 - b) Consequences
 - (1) Can lead to lack of empathy
 - (2) Can cause police to confuse rules ordering interpersonal behavior with the law itself
 - (a) “Race out of place”
 - (b) “Salt and pepper” stops
 - c) Using force in context
 - (1) UOF is more likely to be asymmetrical when police are confronted with resistance from citizens who are not perceived as important.
 - (2) UOF should be contingent upon the level of violence not guided by the citizen status
 - 8. Engage the community as a partner in public safety
 - a. The authority to use force is derived from the public

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- b. Benefits
 - 1) Crime reduction
 - 2) Less violence against law enforcement
 - 3) More satisfied citizenry
 - 4) Less future uses of force
 - 5) Pro-police legislation
 - 6) Improved cooperation
 - a) Investigations
 - b) Catastrophic events
 - c) Demonstrations/protests

XII. UOF Mindfulness

- A. UOF Fundamentals
 - 1. Other(s)
 - a. Personal Characteristics
 - 1) Gender
 - 2) Race
 - 3) Stature
 - a) Open
 - b) Closed
 - c) Aggressive
 - d) Defensive
 - e) Submissive
 - f) Gestures
 - g) Facial expressions
 - h) Body language
 - 4) Age
 - 5) Appearance
 - a) Clothing
 - b) Grooming
 - 6) Language
 - 7) Aptitude
 - a) Mental
 - b) Emotional
 - c) Physical
 - b. State of Being: Behaviors
 - 1) Cues and Indicators
 - a) Verbal:
 - (1) Raised Voice
 - (2) Rapid Speech
 - (3) Incoherency
 - (4) Change in speech patterns
 - b) Nonverbal:
 - (1) Subtle
 - (a) Fists clenched
 - (b) Grinding teeth

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- (c) Sweating
 - (d) Other
 - (2) Extreme
 - (a) Shaking
 - (b) Erratic Movements
 - (c) Wild Gesturing
 - (d) Pacing
 - (e) Other
 - (3) Change in behaviors
 - 2) Impairment
 - a) Types
 - (1) Drugs
 - (2) Alcohol
 - (3) Medical
 - (4) Physical
 - b) Level
 - (1) Severe
 - (2) Mild
- 2. Environment
 - a. Location
 - 1) Physical
 - a) Gang area
 - b) Business district
 - c) Recreational area
 - d) Crowded public space
 - e) Housing Development
 - f) School zone
 - g) Church
 - h) Bar or other establishment that sells alcohol
 - i) Psychiatric Facility
 - j) Hospital emergency room
 - k) Medical marijuana clinic
 - 2) Population density
 - b. Atmosphere
 - 1) Demographics
 - a) Race
 - b) Culture
 - c) Socio-economic status
 - 2) Emotional Climate
 - 3) Attitude towards police
 - a) Rooted
 - b) Climate-driven
 - (1) Events
 - (2) News
 - (3) Social Media
 - c. Perception

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- 1) Oversimplification (Good vs. Bad)
 - a) Flight
 - b) Fight
 - 2) Imposed Intent
 - 3) Mirrored behaviors
 - a) Verbal
 - (1) Swearing
 - (2) Volume
 - b) Physical
 - (1) Posturing
 - (2) Meet violence with violence
3. You
- a. State of mind
 - 1) Personal
 - a) Relationships
 - (1) Parents
 - (2) Spouse
 - (3) Partner
 - (4) Children
 - b) Finances
 - c) Overcoming Insecurities
 - d) Health
 - (1) Physical fitness
 - (2) Injuries
 - (3) Self-confidence
 - 2) Professional
 - a) Previous calls
 - b) Time of day
 - c) Relationships
 - (1) Co-workers
 - (2) Supervisors
 - d) Perceived training shortcomings
 - e) Overcoming Insecurities
 - b. Optimizing the de-escalation mindset
 - 1) Techniques
 - a) Breathing
 - b) Control your breathing
 - c) Monitor your voice
 - d) Examine your body language
 - e) Appear calm and self-assured (command Presence)
 - 2) Strategies
 - a) Time Assessment
 - (1) Immediate danger to self or others
 - (2) More time to plan
 - (3) Regularly practice your skills
 - (a) Arrest and control

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- (b) Non-lethal
 - (c) Firearms skills
 - b) Position yourself for safety
 - (1) Cover + Distance = Time
 - (2) Cover vs. Concealment
 - (3) Additional Resources
 - (4) Don't put yourself in a position where you are forced to utilize force
 - 3) Mindset
 - a) Be confident and competent in your training
 - b) Officers' Actions must reflect their belief that they are in charge of the outcome of the situation
 - c) Don't put yourself in a position where you must utilize force
- B. UOF De-escalation
 - 1. Basic de-escalation techniques
 - a. Communications Awareness
 - 1) Verbal Communication
 - 2) Crisis Communication (Chris Voss – Master Class)
 - a) Only 7-10% of communication (FALSE)
 - b) Tone
 - (1) Definition
 - (a) Manner of speaking
 - (b) How something is said vs. what is said
 - (2) Conveys
 - (a) Emotion
 - (b) Intention
 - (3) Perception
 - (a) Tone vs. actual words
 - (b) Believability in tone vs. words spoken
 - (c) How tone results in personnel complaints
 - (d) An oppressive tone of voice discourages communication
 - c) Pace
 - (1) Fast
 - (2) Slow
 - (3) Changing pace: Can signal to the listener that something is about to happen
 - d) Pitch (can be used to convey or determine emotion)
 - (1) Pitch refers to how high or low a person is speaking.
 - (2) It is also used to describe whether a voice is soft or loud
 - (3) High pitch may indicate excitement or elevated emotions
 - e) Modulation
 - (1) Rhythm is changed by varying which words are stressed in a sentence
 - (2) Modifying the modulation or emphasis placed on different words in a message can completely change the message's meaning
 - (3) An officer's professional conduct is determined, in part, by modulation
 - 3) Non-verbal Communication
 - a) Approach
 - (1) Officer to a suspect, victim or citizen

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- (2) Suspect, victim or citizen to an officer
- b) Use of Proxemics
 - (1) Amount of space
 - (a) Social norms
 - (b) Cultural expectations
 - (c) Situational factors
 - (d) Level of familiarity
 - (e) Personality characteristics
 - (2) Variance
 - (a) nature of the contact
 - (b) number of persons involved
 - (c) tactical considerations
 - (d) officer safety concerns
 - (3) Suspect maintaining space in relation to an officer
 - (a) Potential for fight
 - (b) Flight
 - (c) Compliance on the part of that suspect
- b. Techniques
 - 1) Active Listening
 - a) Listening
 - (1) Avoid distractions
 - (2) Avoid assuming or interpreting
 - (3) Be objective
 - (4) Do not allow prejudices to interfere
 - b) Asking/ Questioning
 - (1) Questions should be open ended
 - (2) Require more than just a yes or no answer
 - c) Paraphrasing/ Reflecting/ Clarifying
 - (1) Check to make sure you understood message
 - (2) Give speaker feedback
 - (3) Show interest in
 - (4) Show respect for what the other person had to say
 - (5) Demonstrate you are considering other person's viewpoint
 - d) Summarizing
 - (1) Provide an overview
 - (2) Same purpose as paraphrasing
 - (3) Allows both parties to review and agree
 - e) Empathizing
 - (1) Project sincere empathetic attitude
 - (2) See through the eyes of the other person
 - (3) Construct a verbal way to relate to them
 - (4) Encourage the speaker to use neutral words
 - 2) Deflecting
 - (1) Maintain professional demeanor
 - (2) Professional voice
 - (3) Calm demeanor

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- (4) Use a deflector
 - (a) "I understand"
 - (b) "I See"
- (5) Don't engage
- (6) Redirect conversation to a less argumentative topic
- (7) Avoid an emotional response
- (8) Maintain control
- 3) Defusing
 - (1) Allow person to vent
 - (2) Ask short questions
 - (3) Talk a person down with calm soothing voice
 - (4) Allow person to pace
 - (5) Lowering emotional intensity allows officers to gain control
 - (a) Calm the situation
 - (b) Reduce anger
 - (c) Restore order
- 4) Redirecting
 - (1) Focus person on task at hand
 - (2) Restate the complaint
 - (3) Ask a question
 - (4) Ask the subject to do something
 - (5) Interject
- 5) Reasonable Persuasive Appeal
 - (1) Low key friendly
 - (2) Identify/explain the law, policy or rationale
 - (3) Answering the subject's question, "Why?"
 - (4) Use reason
 - (5) The subject is given an opportunity to voluntarily comply
- 6) Personal Appeal
 - (1) Explain possible options
 - (2) WIIFM
 - (3) Empathy/Observation
 - (4) The subject is given an opportunity to voluntarily comply
- 7) Other
 - a) Available resources
 - b) Handcuffing
- 2. Creative de-escalation techniques
 - 1) Humor
 - 2) Time
 - 3) Culture
 - 4) Gender
 - 5) Language
 - 6) Seniority
 - 7) Sincerity (Empathy)
 - 8) Respect
 - 9) Resources

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3. Less-lethal Overview
 - a. Oleoresin Capsicum (OC Spray)
 - 1) Deployment criteria
 - a) Gain control of a suspect.
 - b) To control a specific suspect
 - c) Verbal warning not required
 - 2) Deployment distance
 - a) Optimal range (3-12 feet)
 - b) Damage to the eye if deployed within 3 feet
 - c) Contents do not have to mix to become effective.
 - 3) Target area
 - a) Face
 - b) Sprayed in a single burst of about one second
 - 4) Considerations
 - a) Age/size/strength of the suspect
 - b) Canister should be held in the support hand
 - c) May want to hold canister in a manner to preserve the element of surprise.
 - d) Wind direction and location of officers who might be affected
 - e) Secondary exposure in confined spaces
 - f) Symptoms of OC last approximately 45 minutes
 - g) Have a backup plan
 - 5) Reporting
 - a) Notify a supervisor without unreasonable delay
 - b) Report details of the use of force
 - (1) Department arrest or crime report
 - (2) Employee's Report, Form 15.7
 - 6) Medical treatment
 - a) Medical treatment is not required
 - b) Monitor suspect for signs of medical distress
 - c) When in doubt call an RA out.
 - b. Electronic Control Device, TASER (Code TOM)
 - 1) Deployment criteria
 - a) Suspects who are violent or pose an immediate threat to themselves or others, when an officer believes:
 - (1) Attempts to subdue the suspect with other tactics have been, or will likely be, ineffective in the situation; or
 - (2) Unsafe for officers to approach within contact range of the suspect. (No Longer the case)
 - b) Verbal warning
 - (1) An officer shall, when feasible, give a verbal warning
 - (2) Verbal warning to include a command and a warning of potential consequences
 - (3) Warning not required when an officer is attacked
 - (4) Not required when tactical plan requires the element of surprise
 - (a) Must be documented
 - 2) Deployment distance

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- a) Drive Stun = Contact/ 0 feet (Discourage the use)
 - (1) Affects only the sensory nervous system
 - (2) Localized pain
 - (3) Not as effective as the probes
- b) Probes
 - (1) Optimal range (4-22 feet)
 - (2) Close quarters operating range 4-12 feet
 - (3) Stand off operating range is 12-22 feet
- 3) Target area
 - a) Drive stun optimal target areas
 - (1) Forearm
 - (2) Outside of thigh; or
 - (3) Calf muscle
 - b) Probe mode optimal target areas
 - (1) Target the back below the neck
 - (2) Frontal shots – Target the naval area
 - (a) Place one probe above the waist and one probe below
 - c) Avoid using the stun feature on:
 - (1) Head
 - (2) Face
 - (3) Throat
 - (4) Carotid (sides of neck)
 - (5) Groin areas
- 4) Considerations
 - a) Officers should avoid using the TASER when the suspect is;
 - (1) In control of a motor vehicle
 - (2) In danger of falling
 - (3) Near flammable or combustible fumes
 - (4) Near a pool, lake or similar body of water to avoid drowning
 - (5) Known to be pregnant or have a pacemaker
 - b) Suspect clothing can inhibit the effectiveness of the TASER
 - c) Suspect can be touched while the TASER is activated
 - d) Have a backup plan prior to deploying TASER in case it is ineffective.
- 5) Reporting
 - a) Reportable use of force when:
 - (1) one or more of the probes and/or electrodes make contact with the suspect's clothing or skin
 - (2) If no contact is made, the circumstances shall be documented in the appropriate report such as a crime, arrest or Employee's Report, Form 15.7
- 6) Medical treatment
 - a) Shall be examined by either a doctor or a nurse
 - b) If the suspect loses consciousness, immediately request an ambulance
 - c) Supervisors shall obtain photographs
- c. Bean Bag Shotgun (Code SAM)
- 1) Deployment Criteria
 - a) The sock round is an impact munition

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- b) Suspects who are violent or pose an immediate threat to themselves or others, when an officer believes:
 - (1) Attempts to subdue the suspect with other tactics have been, or will likely be, ineffective in the situation; or
 - (2) Unsafe for officers to approach within contact range of the suspect.
- c) Verbal warning
 - (1) An officer shall, when feasible, give a verbal warning
 - (2) Verbal warning to include a command and a warning of potential consequences
 - (3) Warning not required when an officer is attacked
 - (4) Not required when tactical plan requires the element of surprise
 - (a) Must be documented
- 2) Deployment Distance
 - a) No minimum range
 - b) Recommended deployment is from 5 to 45 feet
- 3) Target Area
 - a) Primary target is the naval area or belt line
 - b) Officers may target the suspect's arms, hands or legs when practicable
 - c) Sock round may cause serious or fatal injuries if fired at the head, neck, spine, chest, groin or kidneys
- 4) Considerations
 - a) Age
 - b) Size
 - c) Physical condition of the suspect
 - d) Clothing worn by the suspect
 - e) Altered mental state
 - f) Any known history of mental illness
 - g) Suspect's access to weapons
 - h) Suspect's ability to retreat or escape
 - i) Bystanders' involvement
 - j) Availability of back-up officers
 - k) Background
- 5) Reporting
 - a) Reportable use of force when the sock round strikes a person
 - b) When does not strike a person an Employee's Report, Form 15.7
- 6) Medical Treatment
 - a) Shall be transported to a Department-approved facility for medical treatment prior to booking
 - b) The person should be carefully monitored for signs of distress
 - c) If a medical situation exists, officers shall request a RA to respond
- C. UOF Practices
 - 1. UOF Timeline
 - a. Pre-shift
 - b. Roll call
 - c. Radio call
 - d. Enroute

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- e. Arrival at scene
- f. Initial observation
- g. Contact
- h. Continuum decision
- 2. Best Practices
 - a. Causes of UOF
 - 1) Suspect's Actions
 - 2) Officer failure to recognize warning signs
 - 3) Officer failure to properly communicate with suspect
 - a) Unintentional escalation
 - b) Intentional escalation
 - (1) Prove who is stronger/tougher
 - b. Ethical considerations
 - 1) Legal versus what's right
 - 2) Public concern
 - 3) Minimum UOF
 - 4) Reverence for Human Life
 - 5) Use for when you have to not when you can

XIII. Tactical Ownership

- A. Objectives
 - 1. Develop real-life working knowledge
 - a. With Ownership
 - b. With Accountability
 - c. During a tactical incident
 - 2. Identify leadership responsibilities
 - a. Safety (sanctity of human life)
 - 1) Public
 - 2) Officers
 - 3) Suspect
 - 4) Not always and "Us vs. Them" proposition
 - 5) Slow Down
 - b. Protection
 - 1) Property
 - 2) Constitutional rights
 - a) Of the individual
 - b) From undue harm/prosecution
 - 3) Department (Risk management)
 - 3. Human-based valuation and compassion
 - a. Human dignity
 - b. Human suffering
 - c. Human life
 - 4. Tactical Discipline
 - a. Force usage control
 - b. Expanded viewpoint
 - c. Global perspective

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- d. Find a job
- B. Elements of Tactical Ownership
 - 1. Assessment
 - a. Definition
 - 1) Ongoing and continuous mental process
 - 2) Evaluating and formulating an appropriate response
 - 3) Real or perceived threat
 - b. Process in which
 - 1) Officer observes the suspect's actions
 - a) Even while firing
 - b) To determine
 - (1) When the suspect no longer poses a lethal threat
 - (2) The officer's firing should stop and/or to transition to a different force option.
 - 2) Not merely the physical process
 - a) Not just lowering the pistol to the low ready
 - b) Not just moving it side to side after shooting
 - 3) Purposed Evaluation and Determination
 - a) For deadly threat
 - b) If threat is still present
 - 2. Accuracy and Distance
 - a. Balance
 - 1) Speed vs. Accuracy
 - 2) Balance becomes greater as the distance increases
 - b. More distance = more time required to shoot accurately. *Formula: D + C = T* (Distance plus Cover equals Time)
 - c. Invisible Presence
 - 3. Qualification Commitment
 - a. Officer's must come to terms with their ability to:
 - 1) Manipulate, and
 - 2) Accurately fire
 - 3) Department approved weapons
 - b. Preparation
 - 1) Physical
 - a) Physical training
 - b) Physical needs
 - (1) Food
 - (2) Sleep
 - (3) Stress management
 - 2) Mental
 - a) Review of tactical incidents
 - b) Hypothetical awareness and situation review
 - 4. Command and Control
 - a. Begins prior to the arrival of the first officer
 - b. Requires a coordinated response
 - c. Proper control during the initial response

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- 1) Ensures greater control of its outcome
- 2) Creation of a manageable event state
 - d. Supervisors or team leaders
- 1) Must direct officers' actions and UOF response
- 2) Incident command
 - a) When supervisor is not at scene
 - (1) An officer at any rank
 - (2) Should take charge of the tactical incident
 - (3) Until relieved by a superior officer
 - b) Any established plan
 - (1) Must be effectively communicated
 - (2) To officers at scene
 - (3) In advance whenever possible
 - (4) Officers must be prepared to modify the plan as the tactical situation unfolds.
5. Command Presence
 - a. The use of cues
 - 1) Verbal
 - 2) Non-verbal
 - b. Assume control of a situation
 - 1) With expectation that commands will be followed
 - 2) Assumption of responsibility
 - 3) If effectively utilized, may
 - a) Instill confidence
 - b) Maintain control
 - c) Calm an otherwise volatile situation
6. Understanding and Applying the UOF Policy
 - a. Understand the policy
 - b. Possess the ability to explain the reasonableness of an officer's actions
 - c. Demonstrate the application of the UOF policy
 - d. Understand that the suspect's actions drive the officer's UOF reaction
7. Debrief Actual OIS Incidents or High-Risk Incidents
 - a. Value
 - 1) Calming effect
 - 2) Aids memory of incident
 - 3) Prevents future mistakes
 - 4) Creates team environment
 - 5) Instills accountability
 - b. Debriefing actual law enforcement OIS incidents
 - 1) Be fair
 - 2) Give people a chance to speak
 - 3) Allow respectful disagreement
 - 4) Align actions with policy and law
8. Response to High Risk Calls
 - a. Supervisor or senior officer
 - b. Assume tactical command prior to arrival

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- c. Communicate direction to responding officers
- d. Emphasis
 - 1) On containment to protect the public
 - 2) Assure the correct resources
 - a) Are at scene
 - b) At the right location
 - e. The tactical plan
 - 1) Must be flexible
 - 2) Communicated to all responding units
- 9. Public Trust/Confidence
 - a. Response to public after incident must be immediate
 - b. Actions must be transparent
 - c. Officer's actions
 - 1) Should be explained clearly
 - 2) Should have explanation of the policy supporting the officer's actions
 - 3) Each officer's actions are a direct reflection on the conduct of the entire Department

XIV. Command and Control – Evaluated Activity

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Module

Leadership Skills, Continued

Module Goal

To teach students leadership skills to build public trust

XV. Community Relationship Development

- A. Advanced Empathy (AE)
 - 1. Defined: Advanced Empathy (AE) is a skill-set that helps the listener discern a person's desires, intentions and concerns.
 - a. Technique employed by educated therapists, psychologists
 - b. Observing verbal and non-verbal cues
 - c. Discover hidden issues that an individual may or may not be aware of
 - d. Advantages for police use
 - 2. Sympathy vs. Empathy
 - a. Sympathy defined:
 - 1) To feel compassion for another or to feel sorrow for their misfortune.
 - 2) Demonstrates concern.
 - b. Empathy defined:
 - 1) Goes a step further from sympathy
 - 2) Understanding and knowing a person's feelings
 - 3) Sharing in their hardship through experience.
 - 4) Example: The loss of a spouse vs. a broken heart can be an example of the difference between the two.
 - c. Increasing Empathy
 - 1) Journaling
 - 2) 360 feedback
 - 3) Self-assessment tests
 - 3. Understanding the Impact of Crime
 - a. Individual and larger impact on community
 - b. Effect with cases over time; de-sensitization
 - c. Empathy in the context of an appropriate emotional response
 - d. Empathy as a tool
 - 1) Case only as strong as the victim
 - 2) Will enhance cooperation
 - 3) Will enhance officer's ability to collect information
 - 4) Must be displayed in initial stages to support later cooperation
 - 4. Biases in Law Enforcement
 - a. Biases in the average person
 - 1) suspending judgment
 - 2) life choices
 - 3) maturity level
 - b. Biases in Law Enforcement
 - 1) Sheep vs. sheep dog

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- 2) High-risk behavior
- c. Overview
 - 1) Objectivity
 - 2) Empathic application
- B. Values Alignment: Los Angeles Police Department (LAPD) and the Community
 - 1. Personal Values
 - a. Defined: Broad preferences concerning appropriate courses of actions or outcomes.
 - b. Sources:
 - 1) Empirical investigation (science)
 - 2) Historical evidence
 - 3) Personal experience
 - 4) Archaeology
 - 5) Intuition (psychological)
 - 6) Revelation (spiritual)
 - c. Values and motivation:
 - 1) Family
 - 2) Career
 - 3) Self
 - 4) Spirituality
 - 5) Friend(s)
 - 6) Pleasure
 - 7) Possessions
 - 8) Social Status
 - 9) Money
 - 2. Being Value-Driven
 - a. Author Stephen Covey tells us to “Begin with the End in Mind” as one of the *7 Habits of Highly Effective People*.
 - b. Centered on principles (big picture)
 - 1) Timeless
 - 2) Unaffected by circumstances
 - c. Connect time and effort directly to values
 - d. Ensure quality over quantity of time
 - 3. LAPD’s Values: Sources
 - a. History and Culture
 - b. Roll calls, blogs, social media
 - 4. LAPD’s Values
 - a. Core Values
 - 1) Reverence for the law *
 - 2) Service to our communities
 - 3) Integrity in all we say and do
 - 4) Respect for people
 - 5) Commitment to leadership
 - 6) Quality through continuous improvement
 - b. Unwritten values
 - 5. Community Values: Sources
 - a. Newspaper print

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- b. Television
- c. Blogs
- d. Social media
- 6. Community values (perception)
 - a. Little or no force
 - b. Cooperation
 - c. Access to information
 - d. CSI effect
- 7. Meeting in the middle
 - a. The similarities
 - b. The differences
 - c. The compromise
- C. Problem Exploration
 - 1. CAPRA
 - 2. Early stages focus on observed behavior or surface problem
 - 3. Must define and understand their thoughts and feelings first
 - 4. Search for root cause of external problems
 - 5. Leadership skills
 - a. Observing
 - b. listening
 - c. responding with understanding
 - 6. Communication skills
 - a. Questioning
 - b. Assertiveness
 - c. Confrontation
 - d. Challenging
 - e. Self-disclosure
- D. Problem Specification
 - 1. Involves complex set of qualities and abilities:
 - a. Patience
 - b. Temporarily suspending personal perceptions
 - c. Judgments
 - d. Emotions
 - e. No premature advice
 - f. Using careful empathic listening
 - g. Creative mind
 - h. Perceptual receptivity to the other persons' non-verbal cues
 - 2. The more solvable or manageable problems are best addressed first
 - 3. Encourages positive reinforcement
- E. Problem Ownership
 - 1. Denial of the problem
 - a. Internal
 - b. External
 - 2. Investment of Ego
 - 3. Personal responsibility

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XVI. Leadership Skills – Evaluated Activity

XVII. Debrief, Certificates, and Course Completion

XVIII. Peak Performance and Recovery Training

- A. Reasons and importance
 - 1. Research
 - a. Professional Sports
 - b. Elite Military’s Research
 - c. Dr. John Sullivan’s Research
 - d. Instructor’s Empirical Evidence
 - 2. Autonomic Nervous System
 - a. Sympathetic
 - 1) Fight
 - 2) Flight
 - b. Parasympathetic
 - 1) Rest
 - 2) Digest
 - c. Balance and Management
 - 1) Lower heart rate
 - 2) Lower blood pressure
 - 3) Better sense of well-being
 - 4) Less stress
 - 5) Better sleep
 - 3. Professions Comparison
 - a. Professional athletes
 - 1) Known demands
 - 2) Known opponent
 - 3) Known game times
 - 4) Fairness
 - a) Rules
 - b) Drug testing
 - b. Law enforcement
 - 1) Unknown demands
 - 2) Unknown opponent(s)
 - 3) Longer possible crisis interval (unknown game time)
 - 4) No inherent fairness
 - a) No referees
 - b) No knowledge of opposition
- B. In practice
 - 1. Everyone is different
 - 2. Nutrition and Hydration
 - a. What Kinds of Food to Eat for
 - 1) Performance
 - 2) Recovery
 - b. Shopping
 - 1) Where
 - 2) How

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- c. How to Pack/Plan Your Food for the
 - 1) Day
 - 2) Pre-shift
 - 3) Post-shift
 - d. Frequency and consistency
 - 1) Every 2-3 hours
 - 2) Small meals/snacks
 - 3) Increase metabolism
 - e. Hydration
 - 1) Recommended 80-100 ounces per day
 - 2) Improves decision-making
 - 3) Improves brain function
 - 4) Helps attention span
 - 5) Physical performance
 - f. Recovery
 - 1) Hydrate
 - 2) Lose water while you sleep
- C. Physical Training
- 1. Functional conditioning
 - a. Increasing functional movement potential
 - b. Mobility
 - c. Range of motion
 - 2. CrossFit Example (article) (TODO)
 - a. Definition
 - 1) Constantly varied
 - 2) Functional movement
 - 3) Performed at high intensity
 - b. Frequency of working out
 - 1) 20 minutes
 - 2) 3x a week
 - 3. Physical Training for Recovery
 - a. When not at your best
 - b. Active recovery
 - 1) Walking on hill with weight vest
 - 2) Keep heart rate between 120-130
 - 3) Promotes mitochondria
 - 4) Oxidative capacity training
 - 4. Mobility for Performance and Recovery
 - a. Foam rolling
 - b. Smashing
 - c. Benefits
 - 1) Flexibility
 - 2) Muscle recovery
 - 5. Diaphragmatic Breathing
 - a. Performance benefits
 - 1) Trigger parasympathetic

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- 2) Promote relaxation
- 3) Improve focus
- b. The Relaxation Benefits
 - 1) Lower blood pressure
 - 2) Lower heart rate
 - 3) Lower tension
- c. Box Breathing Technique
 - 1) 2 minutes total
 - 2) 4 breaths
 - 3) Hold for four on inhale and exhale
 - 4) Breathing apps
- 6. Concentration Drill / Meditation
 - a. History of meditation
 - 1) Origins
 - 2) > 5000 years old
 - 3) Used by many cultures
 - 4) Not religion-based
 - b. What the Studies Say (Harvard Study)
 - 1) Within eight weeks
 - 2) Brain grey-matter builds up
 - 3) Magnetic Resonance Imaging
 - a) Shows hippocampus build-up
 - b) Improves
 - (1) Memory
 - (2) Learning capacity
 - (3) Introspective ability
 - c. Benefits of Meditation
 - 1) Performance
 - 2) Recovery
 - d. Length of time
 - e. Group Meditation
- D. Rest
 - 1. Proper Sleep
 - a. Benefits
 - 1) Amount
 - a) 7-9 hours
 - b) 6 or less for several days decreases testosterone
 - 2) Athletes sleep 8-10 hours
 - b. Napping
 - 1) Power naps
 - 2) 20 minutes
- E. Additional Recovery Training
 - 1. Nature Walk and Grounding
 - a. Studies and benefits
 - b. Relaxation
 - c. Balances the Autonomic System (ANS)

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2. Foam Rolling/Smashing
 - a. Increased neuromuscular efficiency
 - b. Myofascial Release
 - c. Range of motion benefits
 - d. Relaxation benefits
 3. Music for Relaxation
 - a. Effects on Autonomic Nervous System
 - b. 100 Beats or Less a Minute
 4. Hydrotherapy bathing – showering
 - a. Effects on Autonomic Nervous System
 - b. Cold / Hot Contrast Technique
 - c. Assisting with Recovery
 - d. Lowers swelling/inflammation
 5. Power Postures and Positive Self-Talk
 - a. Studies/reasons
 - b. The Body / Mind Connection
 - c. Warriors do it
 - d. Coupling and balance
- F. Resources for Officers
1. Suggested Reading
 2. Videos
 3. Articles
 4. Classes
- G. Practical Application for Participants
1. Diaphragmatic Breathing
 - a. Demonstration
 - b. Technique
 - c. Breathing Apps
 - 1) Download Suggested Apps for Personal
 - 2) Phone
 - 3) Tablet
 - d. Diaphragmatic Box Breathing Technique
 2. Concentration drill / meditation
 - a. 1-Minute Concentration Drill
 - b. Group meditation
 3. Power Posture
 4. Keeping a Journal
 - a. Designing a personal journal
 - b. Daily practice
 - c. Self-discoveries of actual life impact
 - 1) Methodologies
 - 2) Habits
 5. Personal vision
 - a. Envisioning things for one's self
 - b. Positive thinking
 - c. Discover and Define your WHY

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d. Suicide Prevention