



USING THIS GUIDE

This Participant's Guide is intended to assist individual viewers of the video material outside of a facilitated group or classroom setting. The scenarios presented do not necessarily depict a correct or incorrect way to handle a situation. The goal is to prepare participants to later engage in discussion of the scenarios and topic and how it relates to them and to their agency policy and procedures. See the explanation for "Informational/Individual Viewing" on next page.

VIEW THE VIDEO

To access this video online, visit the [POST Learning Portal](#).

ABOUT THIS VIDEO

The goal of this training program is to provide law enforcement with an understanding of historical contexts and how they affect law enforcement's ability to serve. This training will review the idea of history as it relates to racial bias and community perceptions, review potential ways biases may affect decision making, reveal how bias and profiling impact the profession and influences public perception, identify various communities' perspectives and concerns, and reflect on diversity within law enforcement agencies.

Successful completion of this program meets the two-hour refresher requirement for Racial Profiling Training pursuant to Penal Code section 13519.4(i) and Regulation 1081 only when this program is facilitated in a group setting by a qualified racial profiling instructor (i.e., an instructor who has completed the requirements prescribed in Regulation 1070), or when viewed by an individual participant and the completed Participant's Guide self-assessment is reviewed by a qualified racial profiling instructor.

GUIDE CONTENTS

Video Viewing Options and Features

Describes how the training video is formatted and organized on screen and provides navigation instructions for facilitators or individual viewers. The video may be viewed in a single training session or broken up into shorter segments.

Program Overview

Lists the main teaching points and provides general information that is examined in greater detail within each scenario.

Scenarios

Each scenario features a brief overview and *Key Learning Points* to assist with quick review of the material during the presentation.

Participant's Self-Assessment

A self-assessment is provided at the end of this guide and must be reviewed with the designated training manager or supervisor for the participant to receive training credit.



VIDEO VIEWING OPTIONS AND FEATURES

Two different viewing options are offered with this training video: FACILITATED GROUP COURSE or INFORMATIONAL/INDIVIDUAL VIEWING.

FACILITATED GROUP COURSE

The **Facilitated Group Course** option should be selected when the video is being used in a classroom or briefing setting and a qualified racial profiling instructor is present to facilitate the course. The material may be delivered in a single session or broken up over several days, such as delivery during briefing or roll call. The material is divided into tabbed sections that the facilitator may play in whatever order they feel best meets the training need (see Navigating the Video section below). Once the material has been covered in its entirety, the qualified racial profiling instructor, supervisor, or training manager (as designated by the department) may submit a completed training roster via POST EDI for CPT credit for participants. *NOTE: To satisfy the two-hour Racial Profiling refresher training mandate, the course must be facilitated by a qualified Racial Profiling instructor and the course roster must reflect that requirement being met.*

INFORMATIONAL / INDIVIDUAL VIEWING

The **Informational/Individual Viewing** option should be selected when a participant is viewing the video alone or without an instructor or supervisor present to facilitate the delivery of the material. This option should not be used in a group training session. This option is intended for participants who work in a remote location, for a smaller agency that cannot readily access group training, or for an officer who is simply interested in viewing the video for informational purposes. The segment order is preset and the viewer will be guided through the video without live facilitator interaction.

At the discretion of the department-designated training manager or supervisor, participants of the Informational/Individual Viewing mode may receive CPT credit for viewing this video. To receive credit, individual viewers must be provided with a copy of the Participant's Guide (pdf). The individual watches the video and reviews and completes the Participant's Guide assessment as they follow along. The training manager or supervisor then facilitates a discussion of the video and assesses the participant's responses using the Participant's Guide Answer Key provided at the end of this guide.* If the facilitator is satisfied that the participant has demonstrated an understanding of the concepts of the video, they may submit a completed POST Course Roster via EDI for CPT credit.

** In order to have the training meet the two-hour refresher training requirement for Racial Profiling, the participant must submit their completed Participant's Guide to a qualified racial profiling instructor as described above.*



PROGRAM OVERVIEW

- Community perspectives and law enforcement's ability to provide quality services are affected by national, state, and local events.
- History sets the tone for law enforcement/community interactions.
- Understanding different cultural and individual experiences can enhance officers' performance and community perception.
- Each group or culture has its own beliefs about law enforcement and law enforcement's role.
- The uniform "has a voice" and community members form their own perspectives about officers based on their own experiences and the experiences of those in their community.
- Every contact matters.
- Maintaining officer safety while being empathetic offers many challenges.
- Officers have a moral obligation to intervene when another officer is unnecessarily escalating an incident.
- Officers who know about available resources are better equipped to handle certain incidents and improve community trust.
- The more positive interactions between officers and the communities they serve, the more likely that trust will be built, sustained, and increased.
- Implicit bias is revealed through thoughts or feelings that one is unaware of and that affect one's decision making.
- Non-biased and non-prejudiced approaches to their duties allow officers to enforce the law objectively and equitably.
- Communication is often critical in dispelling misconceptions about law enforcement actions.
- Public perception and concerns over transparency have generated new reporting requirements.
- Engaging in respectful conversations with co-workers aids in the prevention of escalation and bias-based behaviors.
- The violation or act, not the person committing it, is the basis for law enforcement actions.
- Diversity exists within the law enforcement ranks and provides additional understanding of the various populations in the communities served.
- Understanding cultural context aids in communication, avoids unnecessary escalation, aids in positive public perception, and fulfills the law enforcement mission.
- Treating all people with respect and dignity-- regardless of their cultural or social associations-- enhances law enforcement effectiveness and community perceptions.
- Recovering from mistakes made within law enforcement or the community are critical to the long-term health of the community and credibility of law enforcement.



SCENARIO 1 - HISTORY AND WHY IT MATTERS

The effects of personal and community histories on perception are discussed by individuals of varied backgrounds. The idea that one's actions today affect both tomorrow's understanding and the quality of future relationships is revealed, as is the need to recognize every person has a perspective, or bias, based on their history that, if understood, can enhance relationships and improve impartial decision making.

KEY LEARNING POINTS

Shared history affects community perspective and law enforcement's ability to provide quality services.

Understanding different cultural and individual experiences can enhance officers' performance and community perception.

Past experiences are passed down generationally and allow prior events not experienced today to affect one's perspective and relationships.

Significant events in one location can greatly affect other communities' perception of law enforcement.

Many groups or cultures in our communities are not easily recognized but each has its own beliefs about law enforcement and its role. Engaging various communities can enhance law enforcement's relationship and ability to function within those communities.

A better knowledge of history may:

- Provide greater understanding of others' concerns, fears, and expectations.
- Prevent repetition of past mistakes.
- Identify avenues law enforcement may utilize to address specific concerns.
- Provide better perspectives on how past events and experiences still affect some community perspectives.

The uniform "has a voice."

- Although today's officer may not have been involved in past incidents, the uniform or authority was.
- Officers should not take animosity or negative perspectives personally.

Every contact matters; every encounter with law enforcement sets future history.

It is important for officers to recognize that using conversation starters such as "where are you from?" or "have you ever had contact with the police before?"—even if well-meaning—may cause members of some communities, such as those who may be undocumented, to feel intimidated or threatened due to the position of power held by police or concern over what may result from the interaction.

Continued



SCENARIO 1 - HISTORY AND WHY IT MATTERS

KEY LEARNING

POINTS

CONTINUED

Law enforcement taking the first step toward improving strained relations within specific communities often provides for the greatest benefit.

The more you know about the communities you serve— and the historical and present-day interactions with law enforcement— the better you are able to serve them in a respectful manner, which in turn, increases trust and public safety.

History always provides a bigger picture beyond what is seen presently.



SCENARIO 2 - THE IMPORTANCE OF COMMUNITY

Officers respond to a woman reporting an unidentified male refusing to leave her home. The involved subjects, one with Alzheimer's and the other with autism, require understanding and tailored approaches. The officers work to safely resolve the call and minimize future response needs and exposure.

KEY LEARNING POINTS

The challenge of maintaining officer safety while being empathetic:

- Special-needs communities may affect an officer's approach to a call.
- An officer's experience level may affect tactical concerns.
- Scene control and good observations skills are still required.

Indicators of some underlying psychological and cognitive impairments may include:

- Body language, posturing, and "personal space" violations.
- Word choice; speech fluidity.
- Eye contact.

Self-control may result in recognizing available cues to others' mental status, provide for officer safety, and decrease the likelihood of incident escalation.

Officers have a moral obligation to intervene when another officer is unnecessarily escalating an incident through actions that may include unnecessary:

- Loudness
- Physical contact
- Searches or handcuffing

Intervention strategies include:

- Stepping in and taking over a call.
- Recognizing emotional triggers in yourself and your partners, and when intervention is appropriate.
- Allowing another officer, who is better equipped to better handle certain incidents, to take over a call.

The way officers handle incidents involving certain groups or communities may have a magnified effect, either positively or negatively.

Officers who are aware of available resources— or who have information, training, or experience about particular groups or communities— are better equipped to handle certain incidents and cause additional community trust.

The community's trust of law enforcement is foundational to comprehensive law enforcement services.

Continued



SCENARIO 2 - THE IMPORTANCE OF COMMUNITY

KEY LEARNING

POINTS CONTINUED

Communication is one of the most effective tools law enforcement utilizes within its communities and is enhanced by:

- Training
- Experience
- Exposure to different communities and perspectives

When practical, communicating the reasons for your next actions with those affected can reduce others' fears and concerns while reducing the stress of the situation.

The principles of Procedural Justice are expressed through officers' communication skills:

- **Voice** - Allowing individuals to voice their concerns and express their perspectives
- **Neutrality** - Remaining objective and without bias
- **Respect** - Being professional in all encounters
- **Trustworthiness** - Through the first three principles and other actions, encouraging trust of law enforcement

The more officers interact with the communities they serve, the more likely trust will be built, sustained, and increased; identifying and reaching out to community leaders in the communities you serve can provide greater trust and understanding, along with increased officer safety.

Remain flexible and able to shift perspectives when dealing with new facts in order to achieve more successful resolutions.

Never underestimate the long-term impact an officer may have on an individual.

Officers who actively involve themselves in the communities they serve may have a profound effect on individuals, the community, and other officers.

Recognizing the needs of certain populations and adjusting tactical and communicative responses will aid officers in achieving more stable resolutions, greater safety for all parties, and increased community trust.

Providing accessible documentation of location or incident-specific resources enhances the effectiveness of future responses, promotes community trust, and benefits officer safety.

Officer safety and empathy can co-exist and be improved by knowledge, training, and experience.

Engaging with communities takes time and effort but greatly benefits officers, agencies, and communities overall.



SCENARIO 3 - UNDERSTANDING BIAS AND PROFILING

After seeing two people commit the same traffic infraction, an officer stops a third person who makes the same violation. The stop and subsequent line of questioning raise concerns for the influence of bias and profiling in an everyday activity and provide a basis for dialogue about officer and public perceptions and the means through which bias may be reflected or perceived in officer actions.

KEY LEARNING POINTS

Implicit bias is revealed through thoughts or feelings that one is unaware of and that can affect one's attitudes and actions.

Non-biased and non-prejudicial approaches to their duties allow officers to enforce the law objectively and equitably.

Everyone has biases, but this does not mean everyone is prejudiced or racist.

Biases may be influenced by many things, including personal experiences, upbringing, the society in which we live, and media portrayals.

Whether your biases are implicit (unconscious) or explicit (conscious), they can result in prejudgments that lead to discriminatory actions, thus diminishing police-community relations.

The key is to recognize that your biases can create cognitive shortcuts that may affect the way you interact (positively or negatively) with others, including the community you serve.

Methods of eliminating perceptions of bias:

- Professional approach in all encounters
- Politeness
- Communication
 - Explaining actions, reasons, or justification even when not lawfully required
 - Using professional tone and words
 - Communication is often critical in dispelling misconceptions about law enforcement actions.

Although often believed otherwise, officers do not ask everyone their probation status or for consent to search; asking because of age, race, gender, appearance, or other non-criminal related factors may show bias (e.g., 16-year-old youth of color vs. 70-year-old woman, well-dressed or business-like appearance vs. casual or disheveled).

Although pretext and investigative stops are lawful, they should never be based on bias.

By being cognizant of one's own biases and not allowing them to influence actions, officers can ensure that stops are lawful and constitutional while increasing individual credibility and community trust.

Continued



SCENARIO 3 - UNDERSTANDING BIAS AND PROFILING

KEY LEARNING POINTS CONTINUED

Transparency provides the public with a greater understanding of law enforcement's motives and reasons for specific courses of action. Public perception and concerns over transparency have generated new reporting requirements.

Honest introspection and reviewing one's motivations are critical in preventing biased-based actions.

Engaging in respectful conversations with co-workers aids in preventing escalating, bias-based behaviors.

The violation— not the person committing it— is the basis for law enforcement actions.

- For example, the person behind the wheel is not the reason for a traffic stop; the violation is.
- Identifying the motive for law enforcement actions being taken can reveal if bias exists.
- Focusing on behavior related to criminal activity aids greatly in removing the perception of bias or prejudicial treatment.

REMEMBER: Be aware that stress and fatigue may create situations where you are at greater risk for decision-making "shortcuts" that can allow bias to more easily and unconsciously affect your decisions and interactions.

**SCENARIO 4** - RECOGNIZING DIVERSE CULTURES & POPULATIONS

An officer makes a vehicle stop for a traffic violation. Upon noticing a difference with the driver's physical appearance and the driver license picture and name, the officer removes the driver from the car in order to confirm her identity but not while in front of her coworkers.

KEY LEARNING POINTS

Understanding cultural context aids in communication, positive public perception, and fulfilling the law enforcement mission.

Diversity exists within the law enforcement ranks and provides additional understanding of the various populations in the communities served.

Treating all people with respect and dignity-- regardless of their cultural or social associations-- enhances law enforcement effectiveness and community perceptions.

Officer actions and the methods employed during those actions greatly affect individual's livelihood and personal lives.

Every contact may have either a long-lasting positive or negative effect.

Officers may ask public members if there are cultural approaches needed to avoid conflicts, and in doing so, improve communication and trust.

The process of recovering from mistakes, which can include apologizing for them, is critical to the long-term health of the community and credibility of law enforcement.

Experiences outside of normal calls for service provide additional respect and trust from the various communities officers work with each day.

Seeking additional information and/or training allows officers to show greater empathy and understanding, which often provides additional community respect.



CONCLUSION

After completing this course, participants should better understand:

- **Historical contexts and their effects on law enforcement.**
- **How any call for service or community interaction may influence community perspective of law enforcement.**
- **The role that the individual officer has in developing community relations.**
- **The role of bias in decision making and how to avoid its negative effects, and advantages of diversity in the workplace.**



NAME: _____ **DATE:** _____

As you watch the training video in the Informational/Individual Viewing mode, follow along and answer the questions below. You may pause the video and view a section again if needed. The goal is for you to complete this assessment and then discuss the material with your designated agency training manager or facilitator.

ASSESS WHAT YOU LEARNED

From a law enforcement perspective, a better knowledge of history may accomplish all the following except: (circle one)

- A. Provide greater understanding of others' concerns, fears, and expectations
- B. Prevent repetition of past mistakes
- C. Distort an officer's view of a group or community
- D. Identify avenues law enforcement may utilize to address specific concerns
- E. Greatly affect, either positively or negatively, the future view of today's officers and actions

Recognizing the needs of certain populations or cultures and adjusting tactical and communicative responses will aid officers in all the following except: (circle one)

- A. Reducing amount of time needed
- B. Stable resolutions
- C. Greater safety for all parties
- D. Increasing community trust
- E. None of the above

Understanding the cultural context of an individual's behavior, comments, and views toward law enforcement will assist an officer by providing: (circle one)

- A. Improved communication
- B. Positive public perception
- C. Conformance with the law enforcement mission
- D. All of the above
- E. B and C only

To employ empathy while maintaining officer safety, an officer may need to adjust an approach to a call in all the following areas except: (circle one)

- A. Positioning
- B. Time
- C. Physical contact/control
- D. Voice/tone
- E. None of the above

Continued



ASSESS WHAT YOU LEARNED
CONTINUED

Explain the phrase, "the uniform has a voice":

The balance between empathy and officer safety can be regularly enhanced by an officer's: (circle one)

- A. Increasing knowledge
- B. Training
- C. Experience
- D. All of the above
- E. B and C only

Which one of the following officer actions does not directly improve community trust? (circle one)

- A. Providing references to available resources
- B. Ignoring past mistakes and moving forward
- C. Being transparent
- D. Attending events within various communities
- E. All of the above

A peace officer's response to perceived bias-based actions by another officer includes which of the following: (circle one)

- A. Discussing the observations with the officer
- B. Avoiding calls being handled by the officer
- C. Communicating the concerns to a supervisor
- D. All of the above
- E. A and C only

Which of the following is not a valid means by which an officer may assess if bias is affecting actions? (circle one)

- A. Engaging in conversations with co-workers about their perception of your motives
- B. Introspection as to one's actions and motives after calls for service, on-sight activity, and arrests
- C. Having previous encounters with the involved subject
- D. Asking if action was taken because of the person and not just a violation
- E. None of the above

Continued



**ASSESS WHAT
YOU LEARNED**
CONTINUED

Describe how implicit bias exists and how it does not necessarily mean someone is prejudice or racist:
