

Professional Development Unit Material

• The Decision Making Process

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

Lieutenants' Interactive Forum for Education (LIFE) Class

The Decision Making Process

I. WELCOME

- A. Overview and purpose of the LIFE Class.
 - 1. Complete all required paperwork.

II. STUDENT INTRODUCTIONS

- A. Students introduce each other to build a safe environment for honest discussion during the class.
 - 1. Students will provide the following information about themselves: name, years of experience, career, challenges regarding decision making, and what is expected from the course.
 - 2. Group exercise.

III. BELIEFS-BEHAVIORS-RESULTS

- A. Discussion about what shapes human motivation.
 - 1. Students will discuss how beliefs and behaviors shape their actions.
 - 2. Students will discuss what happens when beliefs and behaviors fail to meet their needs.
 - 3. Break-out groups utilized.

IV. VALUES AND PRINCIPLES

- A. Students identify their principles and values.
 - 1. Students will discuss how principles and values affect their decision-making processes.
 - 2. Facilitator led discussion.
- B. Discussion about principles and values.
 - 1. Students will identify the source of their principles and values (society, culture, organization, and personal).
 - 2. Students will create a list of values and principles for law enforcement.
 - 3. Break-out groups utilized.

V. ALTERNATIVE LIFE CENTERS

- A. Students identify what is of value to them in their lives and how those values affect their decision making.

1. Students discuss how decision making can be affected by important aspects of their lives (family, faith, money, work, etc.).
2. Results places on easle.

B. Discussion demonstrates that principles should be used to make decisions.

1. Students and facilitators discuss how decisions should be made using principles that the class has identified.
2. The use of principles for decision-making leads to more predictable outcomes in the student's lives.
3. Facilitator lead discussion.

VI. ETHICAL DILEMMAS/STIMULUS RESPONSE MODEL

A. Discussion about right versus right and right versus wrong dilemmas.

1. Students discuss the consequences of making decisions when values are in conflict.
2. Facilitator led discussion.

B. Discuss the difference between proactive decision making and reactive decision making.

1. Proactive decision makers are more independent and self-reliant. They attempt to direct their future.
2. Reactive decision makers are dependent on their environments and thus have less influence on their future.
3. Facilitator led discussion.

VII. BEHAVIORAL RECIPROCIITY/SELF-TALK

A. Discussion about how emotions and thought shape our behavior

1. Students discuss the consequences of emotion based behavior.
2. Facilitator led discussion.

B. Discussion about how Self-Talk influences how we act and respond to our environment.

1. Students discuss the origins Self-Talk and its effect on their decisions.
2. Facilitator led discussion.

VIII. FOUR MODES OF DECISION-MAKING/EFFECTIVE DECISION-MAKING

A. Four levels of decision making processes are discussed: Unconscious, Subconscious, Conscious, and Principle-Based.

1. Students are placed into groups and will present their views on the four levels of decision making.
2. Break-out groups utilized.

B. Four articles are discussed by four small groups of students. Each group will identify what concepts are involved in effective decision-making.

1. Each group of students will present their concepts of effective decision making based upon

the articles read.

2. Break-out groups utilized.

IX. BRAD FISHER VIDEO

- A. Students discuss how LAPD Officer Brad Fisher made decisions which led to him committing felony crimes while on-duty.
 1. Students watch a video about Brad Fisher committing crimes on duty.
 2. Students are placed into groups and discuss what motivated Fisher.
 3. Students present their conclusions about how Fisher made the decisions which let him to commit crimes on duty.
 4. Break-out groups utilized.

X. DECISION-MAKING MODEL

- A. Students create a decision-making model which should be used when making decisions.
 1. Utilizing the course content and concepts presented during the class, students will develop a model for decision making.
 2. Break-out groups utilized.

XI. LEADERSHIP IS ABOUT HOPE/DISCUSSION

- A. Students discuss how leadership is based upon the decisions they make.
 1. Contemporary and historical examples of individuals who prepared themselves to excel in their fields are discussed.
 2. Group discussion.
- B. Final discussion about the class' concepts.
 1. Students are asked to identify the key concepts of the course.
 2. Group discussion.

• Team Management

EXPANDED COURSE OUTLINE

POST Team Management Course

(Team Management)

- I. The need to study groups

- A. Most people belong to groups
 - 1. Groups are living systems
 - 2. Understanding people requires understanding groups
 - 3. Groups enable individuals to attain goals
 - 4. Groups have profound impacts on individuals
- B. Group Types
 - 1. Primary
 - 2. Secondary
 - 3. Collectives
 - 4. Categories
- C. Characteristics of groups
 - 1. Interactive
 - 2. Goal Seeking
 - 3. Interdependent
 - 4. Structured
 - 5. Unified

II. Group formation

- A. Tuckman's Model of group formation.
 - 1. Hierarchical stages of group development
 - a. Forming
 - b. Storming
 - c. Norming
 - d. Performing
 - e. Adjourning
- B. Robert Bales Equilibrium Model as it relates to Tuckman
 - 1. Group members strive to balance the following
 - a. Accomplish a task
 - b. Enhance interpersonal relationships in the group
 - 2. Groups cycle between two of Tuckman's group characteristics
 - a. Norming
 - b. Performing

III. Big 5 Personality Theory

- A. Relationship to effective teamwork
 - 1. Emotional Stability
 - 2. Extraversion
 - 3. Openness
 - 4. Agreeableness
 - 5. Conscientiousness

B. Good Traits

1. Team player, not controlling
2. Sociable
3. Emotionally stable
4. Adaptive
5. Reliable

IV. Teams

A. Types of Teams

1. Executive and command teams
2. Project teams
3. Advisory teams
4. Work teams
5. Action Teams

B. Diversity of Teams

1. Social category differences
2. Knowledge or skill differences
3. Value or belief differences
4. Personality differences
5. Organizational or community status differences
6. Social or network tie differences

V. Team Norms and Roles

A. Norms

1. Prescriptive
2. Proscriptive
3. Descriptive
4. Injunctive

B. Roles

1. Task roles
2. Relationship roles
3. Individual roles

VI. Influence of Teams

A. Social Influence

1. Interpersonal processes of groups shape changes in individuals
2. Groups can direct individuals toward consensus

B. Asch Study

1. Conformity study on individuals
2. Individuals were likely to conform to the group despite their observations

C. Dynamic Social Impact Theory

1. Describes the underlying processes of a group
2. Groups organize and reorganize in four basic patterns

- a. Consolidation
- b. Clustering
- c. Correlation
- d. Continuing Diversity

D. Interpersonal Influences

- 1. Western society claims to value nonconformity
- 2. Dissent is not frequently rewarded
- 3. Interpersonal influences can force a group to conform

E. Milgram Study

- 1. Conformity study of individuals
- 2. The study tests individual's ability to resist a powerful authority

VII. Generational Characteristics

A. Define the four generations

- 1. Matures
- 2. Baby Boomers
- 3. Generation X
- 4. Millennials

B. Define cause or determination of a generation

- 1. Traumatic or formative experience
- 2. Dramatic shift in demography
- 3. Creation of sacred space
- 4. Well known mentors

C. Differences between generations

- 1. Attitudes toward work
- 2. Loyalty to employers
- 3. Attitudes regarding respect, deference, and authority
- 4. Preferred training styles and needs
- 5. Attitudes toward supervision
- 6. Communication

VIII. Processes of team decision making

A. Why do we need to understand team decision-making

- 1. Individuals turn to groups to solve problems and make decisions
- 2. There are processes involved with group decision-making
- 3. Apply the process of decision-making to teams

B. Organizations and decision-making

- 1. Much of the decision-making in an organization is conducted in groups
- 2. Teams are an increasing part of organizations
- 3. Understanding team decision-making is needed

C. Team decision-making has many influences

1. Culture
2. Environment
3. Perspective
4. Experience

IX. Team decision-making models

A. Team decision-making

1. Processes involved
2. Influences involved
3. Pressures involved

B. Functional group decision-making model

1. Orientation
 - a. Define the problem
 - b. Planning the process
2. Discussion
 - a. Remembering information
 - b. Exchanging information
 - c. Processing information
3. Decision
 - a. Decision not reached
 - b. Decision reached
4. Implementation of the decision
 - a. Evaluating the decision
 - b. Adhering to the decision

C. Normative decision-making model

1. Decide
 - a. Leader makes the decision and informs group
 - b. Leader may rely on information known to him/her
 - c. Leader may obtain information from group members
2. Consult an individual
 - a. Leader shares problem with group
 - b. Obtains feedback in a one-on-one setting
 - c. Leader makes decision that may not reflect groups influence
3. Consult the team
 - a. Leader shared the problem with the team
 - b. Leader solicits input in group setting
 - c. Leader makes decision that may not reflect groups influence
4. Facilitate
 - a. Leaders coordinates a collaborative analysis of the problem

- b. Leader help group gain consensus on the problem
- c. Leader is active but does not try to influence the group decision
- d. Leader accepts the decision made by the group

5. Delegate

- a. Independent groups can have decisions delegated to them
- b. Group arrives at decision without leaders direct involvement

X. Group decision pitfalls

A. Avoidance tactics

- 1. Procrastination
- 2. Bolstering
- 3. Denying responsibility
- 4. Muddling through
- 5. "Satisficing" (what satisfies will suffice)
- 6. Trivializing the discussion

B. Confirmation bias

- 1. Individuals begin decision-making process with preferences
- 2. Seek out information that confirms their preferences

XI. Groupthink

A. Symptoms of Groupthink

- 1. Overestimation of the group
 - a. Member believe group is functioning well
 - b. Illusion of invulnerability
 - c. Inherent morality of the group
- 2. Closed mindedness
 - a. Group does not search for new ideas or perspectives
 - b. Rigidly shut our other perspectives
 - c. View other groups as biased
- 3. Pressures toward uniformity
 - a. Dissent is not tolerated
 - b. Members self-censor
 - c. Illusion of unanimity
 - d. Direct pressure applied to dissenters
 - e. Mindguards
 - 1. Requesting change as a personal favor
 - 2. Disagreement would damage individuals standing
 - 3. Disagreement would damage the group

B. Causes of Groupthink

- 1. Cohesiveness
 - a. Members avoid confrontation

- b. Internal disagreements are non-existent
- 2. Insulation
 - a. Outside influences are severely limited
 - b. Outside information is not accessible
- 3. Leadership style
 - a. Rigid protocols in group meetings which controls discussion
 - b. Leader states position at the beginning of the process
 - 1. Conformity may be expected
 - 2. Dissent may be discouraged
- 4. Provocative situational context
 - a. Important, high-stakes decisions
 - b. Exaggeration of positive outcomes
 - c. Minimize negative outcomes
 - d. Unneeded rush to make decision
- C. Preventing Groupthink
 - 1. Leader does not state position until group members state theirs
 - 2. Require full unbiased discussion
 - a. Positive outcomes regarding course of action
 - b. Negative outcomes regarding a course of action
 - 3. Leader supports healthy criticism of options
 - 4. Leader dissuades a “yea-saying” atmosphere
 - 5. Leader need not be present for all meetings
 - 6. Leader assigned an group member as designated dissenter
- D. Alternative (Bales) Model of Groupthink
 - 1. Individuals succumb to Groupthink
 - a. Due to shared social identity of the group
 - b. Fear of the group failing
 - 2. Group has a set of norms that restrict members opinions
 - 3. Members lack self-confidence
 - a. These members rely on others’ judgment
 - b. Group does not adequately consider alternatives

XII. Leadership

A. Definitions of leadership

- 1. Reciprocal process
- 2. Transactional process
- 3. Transformational process
- 4. Cooperative process
- 5. Adaptive/goal seeking process

- B. Task-Relationship Models
 - 1. Task oriented leadership
 - 2. Relationship oriented leadership
- C. Emotional intelligence
 - 1. The ability to understand and relate to others
 - 2. Skills in communicating and decoding emotions
 - 3. Ability to read politics of the situation/environment
 - 4. Less likely to lose control of emotions
- D. Transformational leadership four components
 - 1. Idealized influence
 - 2. Inspirational motivation
 - 3. Intellectual stimulation
 - 4. Individualized consideration
- E. Transactional leadership two components
 - 1. Contingents reward
 - 2. Management by exception
 - a. Supervise followers performance
 - b. Detect failures to attain goals and standards

XIII. Team learning and communication processes

- A. Team Learning
 - 1. Knowledge Sharing
 - 2. Work culture and environment
 - 3. Action
 - a. Plurality
 - b. Cooperation
 - 4. Personal Mastery
- B. Team Communication Strategies
 - 1. Suspension
 - 2. Identifying assumptions
 - 3. Listening to meaning
 - 4. Balance between inquiry and advocacy
 - 5. Holding tension

XIV. Managing different generations

- A. Preferred management styles and expectations
 - 1. Boomers
 - a. Value team work
 - b. Viewed as workaholics
 - c. Prefers collegial and consensual management styles
 - d. Respect for each other's' autonomy

- e. Continue working after retirement
- 2. Generation X
 - a. Need freedom and autonomy
 - b. May not feel like “paying dues” in an organization like Boomers
 - c. Prefer having goals while having the freedom to achieve it
 - 1. Using their skills
 - 2. Without much guidance
 - d. Prefer fluid boundaries with job tasks
 - e. Have authority and responsibility of their actions
- 3. Millennials
 - a. Connected to the world due to technologies
 - b. Much more daily interaction with diverse cultures
 - c. Completely surrounded by information
 - d. Do not want to be micromanaged, but want guidance
 - e. Different view on authority
 - f. Can cause problems in organizations with traditional hierarchies
- B. Preferred management expectations
 - 1. Boomers
 - 2. Generation X
 - 3. Millennials

• Professional Judgement

MATTERS OF PROFESSIONAL JUDGEMENT - 8 HOURS

Course purpose: The purpose of this course is to provide the participant with effective methods of maintaining a professional and productive workplace through effective communication, healthy boundaries, the ability to resolve conflict constructively, identify cultural differences and understand the Department’s Policy of Equality.

Class registration, Introduction, and Course purpose/overview

I. Workplace relationships

A. Healthy vs. Unhealthy workplace relationships

***Active Student Learning Activity**

Instructor will split students into groups to work on one of four topics: create a list of characteristics of harmonious workplace relationships, create a list of characteristics of conflictual workplace relationships, identify examples of toxic behaviors in the workplace, and identify how toxic behaviors can negatively affect workplace relationships. Each group will teach back to the class and the instructor will facilitate conversation around the answers provided, including alternatives to engaging in ineffective behaviors.

I. **Communication**

- A. Assertive vs. Aggressive vs. Passive-Aggressive vs. Passive communication

***Active Student Learning Activity**

Instructor will divide class into groups. Each group will be provided Communication activity handout. They will be instructed to identify a potential conflict and work together to come up with aggressive, passive-aggressive, passive, and assertive responses as well as possible consequences.

- B. Non-verbal communication
C. Active Listening

I. **Boundaries**

- A. Definition of boundaries
B. Relevance of boundaries in workplace
C. Types of boundaries
D. Setting and maintaining healthy workplace boundaries

I. **Gossip/Rumors**

- A. Definition of gossip and rumors
B. Negative effects of rumors in the workplace

I. **Workplace Violence**

- A. Hazing in the workplace
B. Bullying in the workplace
C. Negative effects of bullying/violence in the workplace

I. **Conflict Resolution**

- A. Healthy vs. unhealthy conflict resolution
B. Guidelines for effective conflict resolution

***Active Student Learning Activity**

Class will be divided in 2 groups and asked to negotiate a hypothetical vignette practicing the various conflict resolution models presented, debriefed, and discussed.

I. **Cultural Awareness**

- A. Definitions- stigma, discrimination, prejudice, cultural awareness
B. Cultural misunderstandings
C. Developing cultural awareness in the workplace

I. **Policy of Equity**

A. Review of POE/protected classes

B. Possible POE violations

C. Skills to minimize/address problematic workplace behaviors

***Active Student Learning Activity**

Instructor will break class into three groups and have each group work an assigned topic (1)

Purpose of POE (2) Types of prohibited conduct according to the POE (3) Protected classes according to the POE. Each group will then teach back to the class. Instructors will have students work in small groups on activity aimed at integrating POE information and fostering insight regarding potential problematic behaviors. Each group will be provided with a case example of potential situation/behaviors that may violate the POE. Students will be asked to work together to evaluate the case example, identify if any POE violations have occurred and why. Students will also be provided with opportunity to resolve potential problematic behaviors/conflicts utilizing effective/healthy concepts discussed in the course.

Course review, student questions, and ev

- **Principled Policing**

PRINCIPLED POLICING: A DISCUSSION OF PROCEDURAL JUSTICE AND IMPLICIT BIAS

DATE:

HOURS: 8.0

LEARNING NEED:

Procedural Justice is a research-based and cost-effective paradigm that was designed to increase peace officers' ability to improve the public's confidence and trust in law enforcement agencies. One of the main principles of **Procedural Justice** is the development of a spirit of teamwork between law enforcement agencies and community members. This sense of cooperation leads to a reduction in criminal activity and an overall improved quality of life with in the community. Research indicates that procedural justice increases citizens' voluntary compliance during law enforcement contacts in addition to improving the relationship of trust with community members.

Implicit Bias can be defined as the thoughts or feelings about social groups of which people may be unaware, yet can influence their decisions and actions. People can act on **Implicit Bias** despite good intentions, strong motivations, or the sincere desire to be egalitarian. Although **Implicit Bias** is common, it is not inevitable. It is more likely to influence people in some situations than in others and combating **Implicit Bias** requires some understanding of the situational factors that induce it. Law enforcements' ability to develop an insight into **Implicit Bias** is central to their comprehension of a prime factor that can destroy the public's trust in law enforcement agencies. This course will empower law enforcement with the knowledge necessary to begin to address implicit bias within their respective departments.

This course melds the principles of Procedural Justice and Implicit Bias in order to create a broad awareness of these two important concepts. Law enforcement can improve trust and relationships between law enforcement agencies and their communities by using these principles to evaluate their policies, procedures and training within their departments. In addition, developing an understanding of these two concepts will enable law enforcement to

improve safety and well-being for the public and law enforcement alike.

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OUTLINE

I. Introduction

A. Introductions- class set up

1. Options for opening the course
 - a. AG Video
 - b. Chief's Office
 - c. Police Chaplain
2. Welcome and brief statement of purpose
 - a. Instructor and student introductions
3. Introduction to the course content
 - a. Learning objectives
 - b. Course content – briefly review each module
 - c. Brief background on the development of the course
 - d. What the course isn't
4. Introduction to course participation
5. Participation in the course is essential, express opinions while respecting others
6. Class participation – questions, discussions, small group work
7. Housekeeping

B. Course Overview: The course is not about discipline.

1. The course is about validating what you are already doing, its awareness for those that may not be doing it, and for some it may be corrective.
2. Advise students that a test is administered at the conclusion of the course.

C. Administration of the Pretest: A pretest is administered to the students before any course material is revealed. The pretest is designed to measure each students' knowledge of the subject matter that

comprises the course. The results of the pretest will be compared to results of the final examination that will be administered at the conclusion of the course.

.5 hour

II: Module One: Interactive Nature of Procedural Justice, Legitimacy and Policing Goals.

- A. **OVERVIEW:** Module 1 defines police legitimacy and procedural justice and provides video examples of procedural justice. It introduces the “Four Principles of Procedural Justice”. This module offers an opportunity to discuss and discover how procedural justice benefits staff and supports their Department’s goals for policing.
- B. **Teaching Objectives:** Upon completion of this module, clear connections will be made between:
1. Individual officers’ goals,
 2. The code of ethics
- C. **Learning Objectives:** Upon completion of this module, students will be able to:
1. Define procedural justice,
 2. Define police legitimacy, and
 3. Explain how procedural justice leads to greater police legitimacy
 4. Explain how these concepts relate to addressing crime
- D. The students will participate in a **Learning Activity** to assess their knowledge or initial perceptions of Police Legitimacy and Procedural Justice. While in groups using their own words and real life experiences they will define/describe the terms of “police Legitimacy” and “Procedural Justice”. As the groups report the instructors will facilitate a group discussion to ensure the students understand the concepts of Police Legitimacy and Procedural Justice.
- E. Building on the concepts learned the instructors will show a video of a resisting subject (using the Taser Mike Video) and conduct a facilitated discussion regarding the officers’ use of Procedural Justice and Police Legitimacy.
- F. **DEFINE AND CLARIFY**
1. What is police legitimacy?
 - a. The public view of the police as entitled to exercise authority in order to maintain social order, manage conflicts, and solve problems in the community.
 2. What is procedural justice?
 - a. The procedures used by police officers and other justice system actors, where citizens are treated fairly and with proper respect as human beings
- G. **FOUR PRINCIPLES OF PROCEDURAL JUSTICE**

1. Voice
2. Neutrality
3. Respectful Treatment
4. Trustworthiness

H. BENEFITS OF PROCEDURAL JUSTICE FOR LAW ENFORCEMENT.

1. Safety
2. Lower stress
3. Fewer complaints
4. Greater cooperation
5. Voluntary compliance and support for police actions
6. Lower crime, greater public safety

A. EVIDENCE OF THE ABOVE BENEFITS

1. Sunshine and Tyler 2003 – if the public views the police as legitimate they will be more likely to assist the police with crime prevention (i.e., reporting crime or calling for help) and to give police a wider range of discretion to perform their duties.

J. The students will participate in a **Learning Activity** while using easel pads, they will list the goals of Peace Officers. The groups will compare and contrast the views they had as their careers began and the goals they have at this point in their careers.

K. GOALS OF POLICING

1. Social order
2. Crime prevention
3. Be fair and impartial
4. Ensure constitutional rights
5. Safety, be effective, offer support
6. Serve and protect the public
7. Generate and hold public trust
8. Racial reconciliation

AX. CALIFORNIA LAW ENFORCEMENT CODE OF ETHICS

1. Code of ethics emphasizes principles of procedural justice
1 hour

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III: Module Two: Expectations and Legitimacy

A. OVERVIEW: Module 2 presents a more in-depth look at cynicism, and its impact on police legitimacy and procedural justice. It offers an opportunity to discuss police and community expectations of each other and examine actions that build trust.

B. Teaching Objectives: Upon completion of this module, the following concepts will be clear:

1. The role cynicism plays in the profession of policing
2. The importance of public support for policing efforts
3. How citizen and law enforcement expectations can conflict and cause harm to positive relations
4. How procedural justice can address cynicism and support officer wellbeing

C. Learning Objectives: Upon completion of this module, students will be able to:

1. Compare and contrast citizen and law enforcement expectations
2. Understand the role cynicism plays in procedural justice and police legitimacy
3. Discuss the need for public support
4. Articulate the necessity for law enforcement to serve as role models for police legitimacy

D. CYNICISM

1. Define cynicism as it relates to the profession of policing
 - a. A cynic expects nothing but the worst in human behavior. Cynicism is the antithesis of idealism, truth, and justice-which are the virtues that police officers swear to uphold.
 - b. How some police come to view things, how cynicism affects police at both the personal and professional levels
 - c. External Procedural Justice
 - d. Internal Procedural Justice
 - e. Categorizing stressors
 - i. Officer safety and hypervigilance
 - ii. Us vs. Them mentality

E. STRESSORS

1. What affects police but we don't talk about
2. How it plays out at work
3. How it plays out outside of work

F. The students will participate in a **Learning Activity** that identifies stressors for law enforcement from their perspective. Each group will list and report out on the stressors affecting peace officers.

G. IMPACT OF CYNICISM

1. On officer health and well being
2. On interactions and relationship with the public
3. Community's version of cynicism

H. The student will participate in a **Learning Activity** that identifies the expectations of law enforcement from the community and expectations that law enforcement has of the community. The instructor will facilitate a discussion of the differences and similarities between the two lists created by the group.

Generally, the exercise results in two lists are very close or identical.

A. EXPECTATIONS

1. The Golden Rule
2. The Platinum Rule
3. Expectations, commonalities, and conflicting narratives
4. Community and police need each other to meet expectations
5. Procedural Justice and Police Legitimacy contribute to voluntary compliance

J. POLICE LEGITIMACY

1. Why people obey the law:
 - a. Deterrence
 - b. The right thing to do
 - c. Fear the consequences of their failure not to
2. Authorities are legitimate
 - a. Define legitimacy; legitimacy reflects trust and confidence in police, acceptance of authority, actions perceived as morally correct and appropriate
3. Lawfulness vs. legitimacy
1 hour

IV: Module Three: Procedural Justice

- A. OVERVIEW: Module 3 is an in-depth look at procedural justice. It examines each of the four tenets or principles, how they relate to decision-making, the policing process and how treatment affects the public's assessment. This module also offers an opportunity for students to discuss personal experiences with procedural justice.
- B. Teaching Objectives: Upon completion of this module, the following concepts will be clear:
1. The principles of procedural justice,
 2. How applying procedural justice principles in interactions with citizens can positively impact officer safety and mitigate the stresses and challenges of police work, and
 3. How procedural justice affects outcomes and increases police legitimacy, in particular in communities of color
 4. The necessity for law enforcement to support Procedural Justice
- C. Learning Objectives: Upon completion of this module, students will be able to:
1. Explain how utilizing procedural justice can support the objectives of police work and mitigate the challenges/stresses of police work
 2. Demonstrate retention of knowledge pertaining to procedural justice principles
 3. Understand that process is equally if not more important than the outcome.
 4. Explain how procedural justice can have a positive impact on their department

D. Procedural justice

1. Justice and procedural justice

E. Process Matters

1. Citizens' assessment
2. Assessment = Outcome + Process
3. Role of procedural justice to perceptions of legitimacy
4. Quality of treatment and quality of decision-making

F. VOICE

1. Listening to the explanation, demonstrating understanding
2. Perspective being valued
3. Feeling of input and inclusion in the process
4. Nonverbal communication factors into voice
5. Perception is what counts
6. Supports officer safety and wellbeing

G. NEUTRALITY

1. Conveying neutrality through unbiased decision-making
 - a. Implicit bias introduction (agency options to introduce the topic.)
2. Showing decision is applied equally allows people to see neutrality
3. Explaining decision-making process contributes to transparency

H. The student will participate in a **Learning Activity** that will assess the negative impact of labeling on the community and law enforcement. A facilitated discussion will follow on the power of negative labels and the effects on how the police provide service to the community. Thereafter, the discussion will focus on how law enforcement can impact their officers' descriptive terms of their community.

A. RESPECT

1. Treating people with respect and dignity validates them as a human being
2. Respect for the person, respect for rights
3. Contributes to officer safety and voluntary compliance

J. TRUSTWORTHINESS

1. Intentions and character
2. Acting in a benevolent and caring way, showing that officer is trying to do what's best
3. Listening to people's accounts
4. Explaining police actions showing awareness and sensitivity to people's concerns

K. EXAMPLES AND PERSONAL STORIES

1. Doctor example
2. Other examples

AX. RESEARCH

1. Study of California street stops— Quality of treatment (.59) and decision making (.17) matter more to citizen voluntary acceptance than the favorability of the outcome for the citizen (.12)
2. Fair vs. unfair treatment, good vs. bad outcomes
1.5 hours

V: **MODULE 4: HISTORICAL AND GENERATIONAL EFFECTS OF POLICING**

- A. Overview: Module 4 examines the historical and generational effects of policing. It provides an opportunity to better understand the impact of the racialized legacy of policing on present day policing practice and policy. By the end of this module, students are expected to understand the concepts of deposits and withdrawals and relate them to procedural justice.
- B. Teaching Objective: Upon completion of this module, the following concepts will be clear:
1. Historical and generational effects of policing
 2. Experiences of policing in communities of color
 3. How perceptions and expectations affect policing, and
 4. What can be done at the individual and agency level, deposits and withdrawals?
- C. Learning Objective: Upon completion of this module, students will understand:
1. Why relationships are strained and that police/law enforcement has, and still is, used as a tool of corrupt governments to implement unjust laws both in the US and in other countries
 2. How communities in which officers serve are products of that history and that reality
 3. Why officers need to understand this and how this impacts the common goal of a safer community and better relationships with the public
 4. Deposits and withdrawals and the role of procedural justice in making more deposits
 5. The impact that law enforcement can have on this process
- D. INTRODUCTION OF CIVILIAN/COMMUNITY INSTRUCTOR (Agency options on instructor)
1. Community partner speaking from personal experience
 2. Commitment to thorough analysis of law enforcement impacts and interactions for all communities with low levels of trust with law enforcement
 3. Commitment to a different future for black and brown communities affected by crime
- E. HOW DID WE GET HERE?
1. Police used to enforce racist laws
 2. Historic experiences of policing in communities of color

3. Current instances of misconduct
4. Examples of personal narratives, supporting data

F. WHAT CAN WE DO?

1. Community bank account, deposits and withdrawals
2. Growth vs fixed mindset, research and implications
3. Every interaction as an opportunity for a deposit – making every interaction count
4. Working together
5. Proactive involvement by law enforcement

- G. The student will participate in a **Learning Activity** regarding the historical relations between the black and brown communities. Through a facilitated discussion, the students will relate their professional experiences in law enforcement regarding the gradual elimination of discrimination against members of their communities. This is typically a very rich discussion with significant student participation.

1.5 hours

VI: MODULE 5: IMPLICIT BIAS CONCEPTS FOR LAW ENFORCEMENT

- A. Overview: Module 5 introduces the concept of implicit bias and describes the science and research behind it. This module offers an opportunity to learn about how implicit bias is the product of an interaction between normal psychological functioning and the world we live in, but can have a profound impact on decision making and outcomes for line staff and law enforcement.

B. TRANSITION INTO MODULE

1. Perception in communities with low trust in law enforcement that they are not getting procedural justice from police; legitimacy is damaged
2. What is getting in the way of “procedural justice for all”?
 - a. Historical relations could be one barrier.
 - b. Cynicism could be another barrier.
 - c. Implicit bias may be yet another barrier.

C. MODULE OBJECTIVES:

1. Definition of implicit bias
2. Sources of implicit bias
3. Scientific studies of implicit bias
4. Combating implicit bias

D. WHAT IS IMPLICIT BIAS?

1. Provide working definition of implicit bias and distinguish it from explicit bias
 - a. Thoughts and feelings about social groups that can influence people's perceptions, decisions, and actions without awareness.

2. Discuss the building blocks for implicit bias (i.e., stereotyping and prejudice)
3. Stereotyping is considered universal, yet the content of stereotypes about specific social groups is culturally specific.
4. In the U.S., African Americans are highly associated with crime. The Black-crime association is well documented in the social scientific literature and is also frequently at the heart of police-community tension across the U.S. Therefore, we will use it as a primary example of how implicit bias operates (keeping in mind, of course, that people can hold implicit biases about a variety of social groups).

E. WHERE DOES IT COME FROM?

1. The Black-crime association is supported by actual crime statistics.
2. The Black-crime association is supported by media.

F. HOW DOES IT AFFECT US?

1. What We See (e.g. the mere presence of Black faces facilitates the detection of weapons)
2. How We Act (e.g. in shoot/don't shoot computer simulations people are faster to shoot Blacks with guns than Whites with guns; people are also more likely to mistakenly shoot Blacks without guns)
3. Where We Look (e.g., people who are prompted to think of violent crime look toward Black faces and away from White faces)
4. How We Interpret Behavior (e.g., people interpret the actions by a Black person to be more threatening, aggressive, and criminal than those same actions by a White person)
5. How We Interact (e.g., people leave inter-racial interactions feeling cognitively depleted and physically stressed)
6. The Bias of Others (e.g., police officers are often placed in situations where they are forced to act on the bias of others in the community)

G. HOW CAN WE ADDRESS IT?

1. Addressing implicit bias is critical to procedural justice
2. How can law enforcement agencies design systems and processes to protect officers from implicit bias and improve police-community relations?
3. Discuss seven evidence-based strategies

2 hours

VII: Module 6: Conclusion

- A. Test Administered to Students
- B. Course Evaluation: At the end of the class, students are requested to complete a brief evaluation of the course and the instructors.
- C. Certificate: Students who participate for the entire class will receive a certificate of completion.

.5 hour



- **Professional Standards**

Los Angeles County Sheriff's Department

Expanded Course Outline

COURSE NAME Professional Standards (1820-28161)

COURSE HOURS Eight (8)

INSTRUCTIONAL GOAL Upon completion of this course the participant will be able to successfully demonstrate proficiency as a public service provider.

TARGET AUDIENCE Any person employed by a law enforcement agency.

INSTRUCTOR (S) Members of the Los Angeles County Sheriff's Department

METHODS OF INSTRUCTION PowerPoint presentation

Lecture

Group Workshops

Individual Exercises

Class Discussion

TRAINING MATERIALS Prepared handout materials

Copies of the "Maslach Burnout Inventory (MBI)

Copies of the "Thomas-Kilmann Conflict Mode Questionnaire"

Copies of "Telling It As They See It, What families Say about Getting Services From Multiple Agencies," March 2001

Copies of LACO "Service integration Action Plan (SIAP) for Children and Families, Goal No. 2: Customer Service and Satisfaction," June 2002

Copies of LACO "Customer Service and Satisfaction Standards," June 2002

Copies of LACO "Accessing Health and Human Services Programs, Most Commonly Requested Documents"

“Fort Apache Bronx”

INSTRUCTIONAL OBJECTIVES

At the conclusion of this course the student will be able to successfully demonstrate the significance of maintaining core principles, values, service delivery, and positive communications skills. Specifically, the participant will be able to:

- A. Identify the role that attitudes and beliefs play in shaping our interactions with others

- B. Describe the four levels of happiness and what we strive for determines our happiness, and influences our interactions with others

- C. Demonstrate the importance of self-talk, both negative and positive, and how it influences our behavior

- D. Recite the three components of communication

- E. Distinguish the levels of listening and the importance of using them to improve communications

- F. Define the four levels of conflict and the four means of resolving each level

- G. Name conflict styles and the consequences of demonstrating that style

- H. Identify the characteristics of experiencing burnout and the use of options to remedy problematic areas

Expanded Course Outline - Professional Standards (continued)

I. REGISTRATION/ORIENTATION

30 minutes

**II.
INTRODUCTIONS**

10 minutes

- A. Who can tell me why we are here? (General description)
 - 1. Describe role in a law enforcement organization
 - 2. Solicit participants for specific duties, responsibilities, assignments, etc.

III. WANT TO VS. HAVE TO

25 minutes

- A. Setting the tone/environment for conducive learning
 - 1. What's in it for me?
 - 2. No exact remedies
 - 3. Increase employee satisfaction
 - 4. Reduces workload

IV. WHOM DO WE INTERACT WITH INTERNAL/EXTERNAL CONTACTS? 25 minutes

A. Class Exercise (Break into small groups)

1. How Do You Feel the County Treats You as an Employee?
2. How Do You See Others Being Treated?

30 minutes

V. ATTITUDES

A. Discussion

1. What Is Our Role in Customer Service? (General Description)
2. Our Role Is to Be the “Directors of First Impression”

B. Class Exercise (Small Groups)

1. What Is a Restrictive Belief You Have about Customer Service?

C. Show selected movie clips of “Remember the Titans

1. Positive attitudes to create change

VI. BELIEFS

30 minutes

A. George Danzig (Pygmalion Principle)

B. Scotoma Card (Practical Application Exercise)

- C. Attitudinal Balance Scale
- D. Change
 - 1. Self-examination
 - 2. Insight
 - 3. Expectations
 - 4. Self-concept
- E. Show "Blue Angels" Video
- F. Class Exercise (Visualization)

Expanded Course Outline - Professional Standards (continued)

VII. HAPPINESS

60 minutes

- A. Class Exercise (Small Groups)
 - 1. What Is Happiness?

B. Four Levels of Happiness

1. Immediate Gratification
2. Ego Gratification (Win-Lose)
3. Others (Win-Win)
4. The Ultimate

60 minutes

LUNCH

VIII. COMPONENTS OF COMMUNICATIONS

60 minutes

A. Content (Self-talk)

1. Self-Talk Cycle
 - (a) Real Performance
 - (b) Self-Image
 - (c) Self-Talk

B. Tone

C. Non Verbals (Show "Smile" Video Clip)

IX. LISTENING

60 minutes

A. Levels of Listening (Show "Christmas Vacation" Video Clip)

1. One Talk
2. Selective Listening
3. Attentive Listening

4. Empathic Listening

- B. Listening Obstacles Exercise (Small Groups)
- C. Overcoming the Obstacles
- D. Empathic Listening

1. Seek First to Understand, Then to be Understood

- E. Class Exercise (Small Group-- Listening for 30 Seconds)

X. CONFLICT/RESOLUTION

60 minutes

- A. Anxiety
- B. Supportive Response
- C. Defensiveness
- D. Directives
- E. Acting Out
- F. Loss of and Regaining Control (Show "Ft. Apache Bronx" Video Clip)
- G. Tension Reduction
- I. Therapeutic Response
- J. Class Exercise
 - 1. Conflict Resolution, "Thomas-Kilmann Conflict Mode Questionnaire"

Expanded Course Outline - Professional Standards (continued)

45 minutes

XI. LIBERATING BELIEFS

A. Class Exercise (Small Groups)

I. TEST AND EVALUATION

15 minutes

• Supervisory Mentoring

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

Sergeants' Mentoring Initiative – 8 Hour Course

Expanded Course Outline

I. Introduction and Demonstration of Mentoring Techniques

A. Facility

1. Restrooms
 2. Room temperature
 3. Food locations
 4. Breaks
 5. Class length
- B. Student and Instructor Introductions
- C. Course Overview
1. Rationale for Sergeants' Mentoring Initiative
 2. Opportunities for increasing wisdom via mentoring
 3. Corrosive effect of temptations, pressures and power on line officers' decisions and conduct
 - a. By Corrosive effect, we mean the many examples of unethical behavior exhibited by law enforcement personnel that is routinely displayed in the media.
 4. Most effective tool to combat erosion of standards is mentoring, via recurrent discussions with personnel, not merely via "lecturing"
 5. Sergeants' role as mentors, sergeants' potential as the best-possible mentors
- D. Review of "Sergeants' Mentoring Initiative Resource Guide" (181 page workbook which will be provided to each student. Course instructor will continually have students refer to workbook for clarification of course terms and group scenarios)
1. Table of Contents
 2. Introduction
 - a. The Threat
 - b. The Fundamental Premise – Mentoring and Ethics Leadership
 - c. Terminology
 3. Presenter Techniques
 - a. What Do We Mean by "Mentoring" and "Ethics"?
 - b. How Do I Decide What Material to Use?
 - c. How Do I Introduce the Material to My Group?
 - d. Trust in Supervisors Depends on Their Trustworthiness
 - e. Acknowledge the Risks and Challenges in Law Enforcement
 - f. Keep the Discussion Practical
 - g. Presentation Techniques to Practice
 - h. Presentation Techniques to avoid
 - i. Introduction to the Group Discussion Approach
 - j. Ethics Skills
 - j. How to Deal with the Inevitable "Push – Back"
 - k. "Can't We Please Let Up Now?" -- A Mentality We Can't Afford
 - l. Overcoming Discouragement
 - m. Sergeants, Inc.
 - n. Inspiring Leadership about Ethics in Others
 4. Resource Material About Law Enforcement Issues
 - a. How the Resource Material is Organized
 - b. Honesty
 - c. Power
 - e. Use of Force

- f. Anger
- g. Attention to Duty
- h. Pride, Arrogance and Counter-Culture
- j. Disgrace
- k. Corruption
- l. Respecting Human Dignity and Rights
- m. Off-Duty
- n. Intervention – “Officer Needs Assistance”

E. Demonstration of a situation narrative from Resource Guide by instructor

1. Instructor will utilize a situation narrative from the Resource Guide (Off Duty Conduct for example), and demonstrate to the students (who are simulating personnel you will find in a station briefing for example) how a briefing should be conducted.
2. Instructor will model adult learning techniques to be utilized during station briefings.
3. After the demonstration is complete, students and instructor will critique the process and record the pros and cons of the demonstration of a flip chart.

II. Adult learning concepts

A. Obstructions to learning

1. Mental filters

- a. Instructor will list barriers to learning supplied by students during facilitated discussion.

B. Techniques to “get through” filters

1. Instructor Led Facilitated Discussion of techniques used in prior demonstration (Adult Learning Concepts demonstrated in Section I C above), that will help students deal with obstructions to learning). These include but are not limited to:
 - a. Involving participants by asking questions
 - b. Providing a “safe” environment (safe to speak their mind)
 - c. Making the scenarios emotional
 - d. Making the students think
 - e. Monitoring and guiding subsequent discussion
 - f. Concluding a discussion you’ve encouraged

III. Leadership as a sergeant

A. Defining leadership. Instructor will lead a facilitated group discussion regarding definitions of leadership. Topic of discussion will include:

1. Distinguishing mere leadership from great leadership

B. Instructor will record leadership definitions on flip chart

1. Relating the definitions to law enforcement

C. Defining “ethical leadership”

1. Define the word “ethics” clearly
2. Explain the fundamental premise of the Mentoring Initiative
 - a. Sergeants roll to lead by example, and continually mentor subordinates in “ethics”

3. Responsibility of sergeants for ethical leadership

IV. Group exercise about ethics skills

- A. Students will be directed to page 37 of “Resource Guide”
 - 1. The student will be exposed to seven different statements regarding “Ethics Skills”
 - 2. Students will be broken up into groups of 3-4 to a table
 - 3. Students will be given opportunity to add to this list of statements
 - 4. Instructor will lead class facilitation regarding these statements

V. Demonstration of situation narrative from Resource Guide by instructor

- A. Instructor will pick a situation narrative from the Resource Guide and demonstrate to the students how the process should occur.
 - 1. Instructor makes mistakes deliberately re adult learning, communications, messaging, etc.
- B. Require group members to identify and explain mistakes they observe
 - 1. Reinforces for the students what they are “NOT” supposed to do.

VI. Review of Resource Guide “Presenter Techniques”

- A. Part I—Presenter Techniques
 - 1. Trust between supervisors and subordinates
 - 2. Keeping discussions on track
 - 3. Presentation techniques to practice and those to avoid
 - 4. Responding to recalcitrance, push-back, etc.
 - 5. Inspiring leadership about ethics in subordinates
- B. Part 2—Resource Material
 - 1. Eleven categories of issues
 - 2. Introductory notes for each issue, concepts to work into discussions
 - 3. Situation narratives and exercises

VII. Practical Application (Demonstration)

- A. Instructor divides students into two-person presenter teams
 - 1. Each team is assigned a situation narrative (from resource guide) to review and use with rest of group (approximately 10 – 13 remaining students).
 - 2. Presenter team takes fellow students through a simulated briefing or training session, encouraging and guiding a discussion among the students about the situation, decisions, and issues contained in the narrative assigned to them
 - 3. Each team (approximately 6 – 7 teams) will be given the opportunity to participate in the practical application.
- B. Instructor takes notes on each team’s technique and leads the group in a post-briefing critique. Instructor will determine if the two-person presenter teams have effectively demonstrated their ability to lead the group discussion. Those teams not demonstrating the competency will be remediated (conduct another group exercise until competency is demonstrated).

- VIII. Conclusion
 - A. Review of Course Concepts
 - 1. Facilitated discussion
 - 2. Objectives learned
 - B. Concepts to be implemented
 - 1. How can concepts be utilized
 - 2. Additional strategies for implementing concepts
 - 3. Continually refining mentoring skills
 - C. Distribute Course Survey

• Tactical Communication

OUTLINE

I. Introduction

- A. Welcome and opening comments
 - 1. Set the context
 - a. Introduce the difficulty of gaining the attention of our audience to provide our message due to an overwhelming amount of external stimulus demanding our attention (ie: cellphone, billboards, ipads, television, gaming, text message, ever growing technology platforms)
 - 2. Welcome and brief statement of purpose
 - a. Instructor introductions
 - b. Speaking with positive strategy for positive influence
 - 3. Introduction to the course content
 - a. Key points of facilitators (video introduction of conscious desire to deliver important message)
 - b. Objectives and agenda
- B. Introduction to course
 - 1. Housekeeping (Emergency instructions, breaks, restroom facilities)
 - 2. Defining Conflict
 - 3. Introduction of students
- C. The student will participate in a **Group Activity** first introducing themselves to one another amongst their groups. Then, using easel pads each group will be task with introducing 1 member of their group to

the entire class. A facilitated discussion will follow on how communication takes place in the work environment. When the topic or person of topic of discussion loses the ability to control what information is shared amongst their peers, much of the information is misguided, reinterpreted and can take on many meanings. This is commonly identified as gossip in the workplace.

II: Obstacles Of Communication

A. Sources of Difficulty for Person Talking

1. Voice too low
2. Complex message
3. Getting Lost
4. Improper body language
5. Fear of reaction
6. Unconventional methods
7. Personality types
8. Outside influence
9. Emotions
10. Judging the listener
11. Ego

B. Sources of Difficulty for Person Listening

1. Preoccupation
2. Listening to only find an opening
3. Formulation your own opening
4. Formulating your own rebuttal
5. Personal beliefs
6. Not asking for clarification
7. One-upping, offering advice
8. Jumping to conclusion, interrupting
9. Personality
10. Artifacts
11. Emotions
12. Judging the speaker
13. Ego

C. Obstacles of Communication

1. One upping
2. Waiting to talk

3. Jumping to conclusions
4. Offering advice
5. Interrupting
6. Prejudging
7. 275 Word Gap: Talking Rate 125 WPM vs Process Rate 400 WPM

D. **Pygmalion Effect** is the phenomenon whereby higher expectations lead to an increased in performance.

E. Levels of Listening

1. One Talk
2. Selective Listening
3. Attentive Listening
4. Empathic Listening

-

III: Personal Belief System

- A. The student will participate in a **Learning Activity** where the facilitator will demonstrate how scotomas are found in the manner we read common words. A statement will be shown to all students. Students will have a brief moment to identify how many times they see a specific letter in the statement. Many students will fail in locating all of the letters asked to search for due to how the letter in the word is pronounced. This is typically a very rich discussion with significant student feedback.
- B. **Scotoma** is a Greek term meaning “blindness”. We get a mind set in the neurons of our brain, which affect what we perceive with our eyes.
- C. Human beings behave and act not in accordance with the truth as it might really be, but in accordance with the truth as we believe it to be.
1. Locking In and Locking Out
- D. The student will participate in another **Learning Activity** where the facilitator will guide the students through several photos demonstrating scotomas found in images which can be seen in 2 different ways and in commonly identifiable company logos which incorporate an underlying motto. This is typically a very rich discussion with significant student feedback.
- E. **Cognitive Dissonance Principle** is a subconscious selective perception, not consciously based on our already existing beliefs and opinions.

IV: Components of Personal Communication

- A. Components of Communications
 - 1. Spoken Words
 - 2. Voice, Tone, Pitch
 - 3. Body Language

- B. Students will participate in a **Group Exercise**, listening to an audio recording of a word. This audio recording will elicit feedback from students in which they will find students hearing the same audio but two different interpretations of the word. This activity will focus on how pitch plays a role in what we hear.

- C. Students will participate in a **Group Exercise** engaging in reviewing a statement. Students will be asked to put emphasis on single words within the statement adding a higher tone to the word. Adding a higher tone to individual words, students will hear the sentence take on a completely different meaning.

- D. Proxemics
 - 1. Public zone
 - 2. Social Zone
 - 3. Personal Zone
 - 4. Intimate Zone

- E. Overcoming Obstacles of Communication
 - 1. Supportive gestures
 - 2. Pick out key phrases
 - 3. Identify mood and intensity
 - 4. Watch non-verbals
 - 5. Suspend Judgments
 - 6. Respond to content

V: Application Of Effective Communication

- A. A student will be selected to participate in a **Group Exercise** engaging in a scripted dialog. The dialog read by both the facilitator and student will develop into a discussion dissecting the script read. All students will observe practical application of empathic listening incorporating all components of communication previously discussed.

- B. Students will participate in a **Group Exercise** where groups will engage in a negotiation with another group. Students will bid on the purchase of oranges to be used for various purposes. Each group will

convince an opposing group to cooperate with their goals of buying the oranges and methods.

A. Review

1. What were some difficulties amongst groups in developing a plan to negotiate?
2. How complex was the teams plan?
3. Did complexity hinder the desired expectations of the group?
4. How did individual personalities benefit/hinder the teams performance?

V: Conclusion

A. Closing comments

1. Review
2. Questions and Answers
3. Closing remarks from facilitators

• **Leadership Development Program**

I. Introduction

A. Administrative Details

1. Instructors will provide each student with a course package containing agenda, name plates, restaurants, restrooms, phones and message services etc. All required forms and documentation will be turned in for processing. College registration is completed by appropriate staff. Instructors will explain and familiarize students with the overview and purpose of the class.

B. Introductions - Each student will introduce themselves using the following format:

1. Name
2. Unit of Assignment
3. Years experience
4. What is your definition of leadership? Loyalty? Courage? (Chose one)
5. What do you see as a current problem/challenge in your agency/law enforcement?
6. What do you expect to gain from this course?

II. Significance of Paradigms/Values/Principles

A. Paradigms

1. Use "Butch Cassidy" clip to illustrate paradigm shifts.

2. **Paradigms:** a view of reality **constrained** by fundamental **assumptions** and **beliefs** (value judgements). Information outside of this reality is **unrecognized, ignored** or **discounted** as absurd unless we challenge and suspend those assumptions, thereby allowing a paradigm shift.
 3. Our paradigm becomes a barrier to our learning and /or problem solving.
 4. We act on the assumption that our beliefs are absolute truths.
 5. What is the basis of our truths?
 6. Our truths are composed of all of our programming: how we were raised; education; life experience; religious background; socialization.
 7. Explain how our assumptions cause us to ignore information and to become arrogant. "Ignorance begets arrogance."
 8. All of the above contribute to the formulation of our value system.
- B. Values: Students will understand the need for recognizing value systems. Critical decision making regarding this separation of principles, morals and ethics. This section will include prejudice and the problems with gut level responses. Brief discussion regarding conflicts with personal and organizational goals. What are the desired organizational goals and leadership?
1. **Values:** our deepest held **beliefs**, upon which we base the desires and decisions of our life. They are not necessarily **recognized, reasonable** or **beneficial**. All of our gut-level judgements of right/wrong, good/bad, important/unimportant are evidence of our value system at work. **Prejudices** and **biases** are a part of this system. (Note: The instructor must steer away from a religious discussion, and recognize that religious beliefs are superior to any beliefs suggested by this course and that this course has neither the format nor the expertise to handle religious argument. A simple statement to that effect avoids any controversy.)
 2. Value systems
 - a. Cultural
 - b. Societal
 - c. Organizational
 - d. Personal
 3. Are values absolute or are they relative (dynamic)?
 4. Are there any values that are absolute or immutable?
 5. What is the highest value you have that is immutable?
 6. Is there a value that has no exceptions?
 7. Values are hidden and don't come out without conflict.
 8. Do we change values? How quickly?
 9. Where does "integrity" come from (root)? What does it mean? (wholeness, completeness) - def. To form , coordinate, or blend into a functioning or unified whole.

10. Integrity is not a value, but includes all of your values.

C. **Principles:** Certain **concepts, beliefs** or **standards** which can be **reasoned** that to adhere to them will achieve greater **good** and minimize **harm**. Not to consider them or violate them will cause harm.

1. Have students give examples of principles (i.e. reverence for human life; obedience; being truthful).

D. **Ethics:** The reasoning **process** we utilize to resolve perceived **conflicts** of **principles** in order to achieve the greatest good and minimize harm.

E. **Morals:** Standards of conduct. In contemporary use, those standards perceived as most private such as religion and sex.

III. River Game

1. The River Game is intended to challenge the student's perspective on ethics, based on their demonstrated biases and assumptions, evidenced through games scenario.
2. How can other ethical dilemmas be examined from the perspective of what has been presented in the morning session?

IV. LUNCH

V. Pro-active vs. Reactive: Learning Goal: Positive actions are understood as necessities for the overall good. Seeking blame is explained for negative organizational impact.

A. Reaction Stages: the first four are "fear based." The last two are based on "love." (e.g., death of a loved one, cancer, 9-1-1, etc.)

1. Shock
2. Denial
3. Anger
4. Bargaining
5. Acceptance
6. Forgiveness

B. Stimulus v. Choice

1. We have choices of whether to respond or type of response.
2. In order to have choice we must first accept responsibility.
3. Deny responsibility and you eliminate choice.
 - a. "I had to do it" - denial of choice
 - b. "They made me do it"- denial of responsibility
4. Determinism
 - a. Genetic (my grandparents did it to me)

- b. Psychic/Behavioral (my parents did it to me)
 - c. Environmental (my boss/wife did it to me)
5. Modern society lives on excuses.
 6. Leaders accept responsibility for everything in their purview.
 7. Frankl did not have many choices, but once he knew he had choice, he became more powerful than his captors, who had more freedom, but followed bosses out of fear.
 8. How does the above relate to the concepts of “dependence, co-dependence, independence, and inter-dependence?”

VI. Responsibility

- A. Responsible versus culpable is discussed for group identification. Feelings of helplessness and organizational issues are viewed.
 1. The world originally meant that we accept responsibility before an act, but now it means that we accept responsibility after the event. It now means something similar to culpability.
- B. **Video: “One Child’s Labor”**
 1. How does Craig Keilberger define responsibility?
 2. Does his view of responsibility beg the questions “Am I my brother’s keeper?”
 3. Who is responsible for the homeless? Do homeless lack discipline, motivation, character, values, principles?
 4. Who are the “homeless” in our organization?
 5. Defining and understanding responsibility as an intrinsic value is a significant paradigm shift.

VII. Loyalty and Accountability

- A. **Video - “A Matter of Honor”** (Annapolis cheating scandal)
 1. Learning goal: students will understand how organizational values are enforced. Which organizational values are real and which ones are not? Effectiveness at all levels stressed.
 2. What loyalty values came into conflict during the cheating scandal?
 3. How do “codes of silence” arise in organizations?
 4. Why are codes of silence so destructive to organizations and individuals?
 5. How is trust broken down by a code of silence?
 6. Where does loyalty become directed with codes of silence?
 7. Can a code of silence ever benefit an organization?
- B. Loyalty: quality, state of instance of being loyal; steadfast or faithful adherence to principle.
 1. Steadfast: always present; unwavering.
 2. Faithful: belief beyond reason or proof.
 3. If loyalty means steadfast, this means loyalty all the way and not just when convenient.

4. Loyal implies undeviating allegiance to a principle which one feels morally bound to support or defend.
5. Are we loyal to principle only? What is a gang? What characteristics do we as police have?
6. What is misplaced/blind loyalty?
7. How do we organize individual group principles?
8. Placing one's loyalty in an individual subjugates one's principles to that individual. The worst things that happen in our organizations are a result of misplaced loyalty.
9. Loyalty recognizes that conflicts must be resolved by higher principles.
10. Adhering to personal principles will allow one to be supportive of others.

VIII. Leadership Defined - Students will understand the need for recognizing their role, as a leader, within the organization and the community at large. Students will understand the perceptions they have of themselves and others.

- A. Students' discussion regarding the concepts and definitions of leadership. What are the differences between supervision, management and leadership? Cause and effect of shifting paradigms and how to allow fundamental shift in beliefs.
 1. Managers want followers.
 2. Management is a science because it is measurable, quantifiable and can be replicated. We measure productivity.
 3. Leaders want to develop leaders -Utilizing a flip chart, placing the words planning, organizing, directing, controlling, under the heading management is generally sufficient for the students to provide comparative words under the heading of leadership such as inspiring, motivating, challenging, etc. This provides an excellent basis for drawing the extrinsic/intrinsic difference between the two concepts. Request participants to think of the BEST leader ever personally known, and think of one outstanding quality that comes to mind. List several on the flip-chart. Repeat with the worst. Compare and note almost total value nature of lists. Note that "management" from first chart, fails to address the qualities we most treasure in leaders.

- B. Unwanted Values/Traits/Skills
 1. Learning Goals : Students will understand and define unwanted traits. A list will be developed to illustrate these unwanted skills. Differences are discussed and how negative traits are developed.

2. Break into four groups and generate lists of qualities, skills and values desirable in a leader.
3. Preponderance of values. Intrinsic nature of leadership. Reexamine first charts, noting values of leaders.
4. Competing qualities. Complexity of a leader.
5. Discuss possible logical groupings of listed items into meaningful topics that might lend themselves to instruction.

C. Discussion

1. The practical difference between Leadership and Management, is understanding the Intrinsic quality of the former and the Extrinsic quality of the latter
 - a. the following is a comparative presentation:

| <u>MANAGEMENT</u> | <u>LEADERSHIP</u> |
|-------------------|-------------------|
| | Values |
| Skills Training | |
| Power | Authority |
| | Accountability |
| Blame | |
| Heroic | Post Heroic |

IX. **Video: “Twelve O’Clock High”** (this video is used as the cornerstone to discuss blame vs. accountability, task vs people management, Theory X & Y, power vs. authority, and discipline vs. punishment)

D. Play the video till General Savage walks out of his introductory briefing and discuss

1. Blame vs. Accountability (handout)
 - a. Revisit concept of “responsibility” discussed earlier and contrast to Col. Davenports “taking (stealing)” responsibility from Lt. Zimmerman.
 - b. Accountability is positive while blame is ALWAYS negative.
 - c. If you blame someone for something, you are dodging responsibility. You are deflecting it and putting it on someone else.
 - d. Accountability accepts responsibility completely. If you are in an organization that blames, it hides mistakes. But, if you hold people accountable, you bring mistakes and problems to light so that they can be fixed.
2. Tasks vs. People (handout)

- a. Theory X believes that people do not inherently want to work; that they need the boss (leader) and external motivation to get things done.
 - b. Theory Y believes that people inherently want to work; that they thrive on it. People have internal motivation.
 - c. Terms such as: Heroic and Post heroic are identified in the culture.
- E. Continue video; play till conclusion of Inspector General episode.
1. Power vs. Authority: Students will understand the need to care for others and where power and authority arise. Definitions of power are addressed and how power affects morale, professionalism and effectiveness of services. Authority is given as a possible opposite.
 - a. Difference between power and authority
 - b. Authority is given by management and is extrinsic
 - c. Power is earned through leadership and is intrinsic
 - d. Authority is most often perceived as negative while power is perceived as positive
 - e. We must use both, but the focus of leadership must be on power.
 - f. A true measurement of leadership ability is the effectiveness of the unit in the absence of the leader. If you must be there then you are a manager.
 2. Discipline vs. Punishment: What are the traditional views of discipline? A standard to set normal behavior versus seeking to exceed the standard. Negative connotations are discussed for group interaction.
 3. Discipline is always positive. Discipline is not punishment or corrective action. A disciplined individual is one who seeks to achieve or exceed the standard. The absence of discipline means absence of trust, thereby a relationship falters and fails.
 4. When do we apply punishment? In the absence of discipline.
 5. Authority is only legitimate in the absence of discipline.

 6. Applied discipline is external, an outside entity sets that standard and demands that it is; in other words it is AUTHORITY.
 7. Internal discipline is when the standard is applied internally, by oneself, you set the standard for yourself and expect to meet it; in other words it is POWER.
- X. Group Attitudes - Students will recognize the different dynamics involved with group characteristics. Students will study the consequences of intergroup activities and the lack of individual action.
- F. Relationships
1. Personal-Group-Intergroup Relations
 - a. Facilitate a general discussion about some of the dynamics of these relations
 - b. What do people seek through these relations?
 - c. What kinds of dysfunctional behavior can emerge from these relations?
 - d. Why do people undermine these relations?

G. Video: “**Group Think**” - Discussion of group think (page 10 of workbook)

1. Group Think is **a mode of thinking whereby the group’s premature striving for agreement can lead to faulty decision making.**
 2. Overestimation of the Group
 - a. **Illusion of invulnerability**
 1. Group belief of immunity from error
 2. Arrogance
 - b. **Inherit morality**
 1. Belief that what’s decided is ethical and moral
 2. Protection of self esteem
 3. Close Mindedness
 - a. **Rationalization**
 1. The danger here is that information which conflicts with the group is downplayed.
 - b. **Stereotypes of Outsiders**
 1. Outsiders are perceived as overly critical or out to get us
 2. We become less receptive to valid criticism from legitimate resources
 4. Pressure Towards Uniformity
 - a. **Self-censorship**
 1. Individual criticism, self-censor
 2. Failure to express our ideas
 - b. **Direct pressure**
 1. Makes dissent disloyal
 - c. **Mind guarding**
 - d. **Illusion of unanimity**
 1. Belief that group norm is one of agreement, not discord
 2. Get with the program - move toward decision
 3. High regard for agreement
- B. How does group think manifest itself in our organization; in personal relations?
1. What other kinds of defense mechanisms can be demonstrated in group relations?

XI. Closing

A. Personal values

1. Have each student take a piece of paper and tear into four pieces. On each piece, have them write one of their highest values. Have them take one away, with the understanding they will never have this in their life again. Take another one away. This should be harder; stress they will never have this in their life again. They are now left with their two highest

values. They will not have to take another away, because it would be almost impossible to decide which one to take away. Left with their two highest values, if one is a person; does that person know how much the student values them? Why/why not?

B. **Video - “Words to Lead By”** OR, short clip from “**Dead Poet’s Society**”

1. The purpose of each of these clips is to leave the student pondering the question “what will I now do to influence or effect others in my personal or professional life?”
-

• **Leadership Effectiveness**

LOS ANGELES COUNTY SHERIFF’S DEPARTMENT

LEADERSHIP EFFECTIVENESS – 1820-12301

EXPANDED COURSE OUTLINE

I. Introduction

A. Administrative Details

1. Instructors will provide each student with a course package containing agenda, name plates, restaurants, restrooms, phones and message services etc. All required forms and documentation will be turned in for processing. College registration is completed by appropriate staff. Instructors will explain and familiarize students with the overview and purpose of the class.

B. Introductions - Each student will introduce themselves using the following format:

1. Name
2. Unit of Assignment
3. Years experience
4. What is your definition of leadership? Loyalty? Courage? (Chose one)
5. What do you see as a current problem/challenge in your agency/law enforcement?
6. What do you expect to gain from this course?

II. Significance of Paradigms/Values/Principles

A. Paradigms

1. Use "Butch Cassidy" clip to illustrate paradigm shifts.
2. **Paradigms**: a view of reality **constrained** by fundamental **assumptions** and **beliefs** (value judgements). Information outside of this reality is **unrecognized, ignored** or **discounted** as absurd unless we challenge and suspend those assumptions, thereby allowing a paradigm shift.

3. Our paradigm becomes a barrier to our learning and /or problem solving.
 4. We act on the assumption that our beliefs are absolute truths.
 5. What is the basis of our truths?
 6. Our truths are composed of all of our programming: how we were raised; education; life experience; religious background; socialization.
 7. Explain how our assumptions cause us to ignore information and to become arrogant. "Ignorance begets arrogance."
 8. All of the above contribute to the formulation of our value system.
- B. Values: Students will understand the need for recognizing value systems. Critical decision making regarding this separation of principles, morals and ethics. This section will include prejudice and the problems with gut level responses. Brief discussion regarding conflicts with personal and organizational goals. What are the desired organizational goals and leadership?
1. **Values:** our deepest held **beliefs**, upon which we base the desires and decisions of our life. They are not necessarily **recognized, reasonable** or **beneficial**. All of our gut-level judgements of right/wrong, good/bad, important/unimportant are evidence of our value system at work. **Prejudices** and **biases** are a part of this system. (Note: The instructor must steer away from a religious discussion, and recognize that religious beliefs are superior to any beliefs suggested by this course and that this course has neither the format nor the expertise to handle religious argument. A simple statement to that effect avoids any controversy.)
 2. Value systems
 - a. Cultural
 - b. Societal
 - c. Organizational
 - d. Personal
 3. Are values absolute or are they relative (dynamic)?
 4. Are there any values that are absolute or immutable?
 5. What is the highest value you have that is immutable?
 6. Is there a value that has no exceptions?
 7. Values are hidden and don't come out without conflict.
 8. Do we change values? How quickly?
 9. Where does "integrity" come from (root)? What does it mean? (wholeness, completeness) - def. To form , coordinate, or blend into a functioning or unified whole.
 10. Integrity is not a value, but includes all of your values.
- C. **Principles:** Certain **concepts, beliefs** or **standards** which can be **reasoned** that to adhere to them will achieve greater **good** and minimize **harm**. Not to consider them or violate them will cause harm.

1. Have students give examples of principles (i.e. reverence for human life; obedience; being truthful).

D. **Ethics**: The reasoning **process** we utilize to resolve perceived **conflicts** of **principles** in order to achieve the greatest good and minimize harm.

E. **Morals**: Standards of conduct. In contemporary use, those standards perceived as most private such as religion and sex.

III. River Game

1. The River Game is intended to challenge the student's perspective on ethics, based on their demonstrated biases and assumptions, evidenced through games scenario.
2. How can other ethical dilemmas be examined from the perspective of what has been presented in the morning session?

IV. LUNCH

V. Pro-active vs. Reactive: Learning Goal: Positive actions are understood as necessities for the overall good. Seeking blame is explained for negative organizational impact.

A. Reaction Stages: the first four are "fear based." The last two are based on "love." (e.g., death of a loved one, cancer, 9-1-1, etc.)

1. Shock
2. Denial
3. Anger
4. Bargaining
5. Acceptance
6. Forgiveness

B. Stimulus v. Choice

1. We have choices of whether to respond or type of response.
2. In order to have choice we must first accept responsibility.
3. Deny responsibility and you eliminate choice.
 - a. "I had to do it" - denial of choice
 - b. "They made me do it"- denial of responsibility
4. Determinism
 - a. Genetic (my grandparents did it to me)
 - b. Psychic/Behavioral (my parents did it to me)
 - c. Environmental (my boss/wife did it to me)
5. Modern society lives on excuses.
6. Leaders accept responsibility for everything in their purview.

7. Frankl did not have many choices, but once he knew he had choice, he became more powerful than his captors, who had more freedom, but followed bosses out of fear.
8. How does the above relate to the concepts of “dependence, co-dependence, independence, and inter-dependence?”

VI. Responsibility

- A. Responsible versus culpable is discussed for group identification. Feelings of helplessness and organizational issues are viewed.
 1. The world originally meant that we accept responsibility before an act, but now it means that we accept responsibility after the event. It now means something similar to culpability.
- B. **Video: “One Child’s Labor”**
 1. How does Craig Keilberger define responsibility?
 2. Does his view of responsibility beg the questions “Am I my brother’s keeper?”
 3. Who is responsible for the homeless? Do homeless lack discipline, motivation, character, values, principles?
 4. Who are the “homeless” in our organization?
 5. Defining and understanding responsibility as an intrinsic value is a significant paradigm shift.

VII. Loyalty and Accountability

- A. **Video - “A Matter of Honor”** (Annapolis cheating scandal)
 1. Learning goal: students will understand how organizational values are enforced. Which organizational values are real and which ones are not? Effectiveness at all levels stressed.
 2. What loyalty values came into conflict during the cheating scandal?
 3. How do “codes of silence” arise in organizations?
 4. Why are codes of silence so destructive to organizations and individuals?
 5. How is trust broken down by a code of silence?
 6. Where does loyalty become directed with codes of silence?
 7. Can a code of silence ever benefit an organization?
- B. Loyalty: quality, state of instance of being loyal; steadfast or faithful adherence to principle.
 1. Steadfast: always present; unwavering.
 2. Faithful: belief beyond reason or proof.
 3. If loyalty means steadfast, this means loyalty all the way and not just when convenient.
 4. Loyal implies undeviating allegiance to a principle which one feels morally bound to support or defend.

5. Are we loyal to principle only? What is a gang? What characteristics do we as police have?
6. What is misplaced/blind loyalty?
7. How do we organize individual group principles?
8. Placing one's loyalty in an individual subjugates one's principles to that individual. The worst things that happen in our organizations are a result of misplaced loyalty.
9. Loyalty recognizes that conflicts must be resolved by higher principles.
10. Adhering to personal principles will allow one to be supportive of others.

VIII. Leadership Defined - Students will understand the need for recognizing their role, as a leader, within the organization and the community at large. Students will understand the perceptions they have of themselves and others.

- A. Students' discussion regarding the concepts and definitions of leadership. What are the differences between supervision, management and leadership? Cause and effect of shifting paradigms and how to allow fundamental shift in beliefs.
 1. Managers want followers.
 2. Management is a science because it is measurable, quantifiable and can be replicated. We measure productivity.
 3. Leaders want to develop leaders -Utilizing a flip chart, placing the words planning, organizing, directing, controlling, under the heading management is generally sufficient for the students to provide comparative words under the heading of leadership such as inspiring, motivating, challenging, etc. This provides an excellent basis for drawing the extrinsic/intrinsic difference between the two concepts. Request participants to think of the BEST leader ever personally known, and think of one outstanding quality that comes to mind. List several on the flip-chart. Repeat with the worst. Compare and note almost total value nature of lists. Note that "management" from first chart, fails to address the qualities we most treasure in leaders.

- B. Unwanted Values/Traits/Skills
 1. Learning Goals : Students will understand and define unwanted traits. A list will be developed to illustrate these unwanted skills. Differences are discussed and how negative traits are developed.
 2. Break into four groups and generate lists of qualities, skills and values desirable in a leader.
 3. Preponderance of values. Intrinsic nature of leadership. Reexamine first charts, noting values of leaders.
 4. Competing qualities. Complexity of a leader.

5. Discuss possible logical groupings of listed items into meaningful topics that might lend themselves to instruction.

C. Discussion

1. The practical difference between Leadership and Management, is understanding the Intrinsic quality of the former and the Extrinsic quality of the latter
 - a. the following is a comparative presentation:

| <u>MANAGEMENT</u> | <u>LEADERSHIP</u> |
|-------------------|-------------------|
| | Values |
| Skills Training | |
| Power | Authority |
| | Accountability |
| Blame | |
| Heroic | Post Heroic |

IX. **Video: “Twelve O’Clock High”** (this video is used as the cornerstone to discuss blame vs. accountability, task vs people management, Theory X & Y, power vs. authority, and discipline vs. punishment)

D. Play the video till General Savage walks out of his introductory briefing and discuss

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• **Autism and Law Enforcement**

CERTIFICATION I

POST AUTISM COMMUNICATION AND DE-ESCALATION TACTICS – 2 HOURS

Course Purpose: “Autism Communication and De-escalation Tactics” gives officers a wide range of strategies to effectively identify, respond to and de-escalate individuals with autism and other developmental disabilities.

Learning Outcomes: Upon completion of the course, officers will be equipped to engage with persons with autism and/or other developmental disabilities by utilizing adapted communication tactics, behavioral techniques and other proven methods of safely securing the scene.

Course Overview

Autism Interaction Solutions provides a 2-hour training module, which addresses autism interactions with police officers.

The first hour of the program integrates lectures, multiple hands-on exercises and a break-out session, which cover how to recognize autism and how best to communicate with and de-escalate an autistic or developmentally disabled individual.

In the second hour, autistic teenagers and young adults – who range in severity from completely non-verbal to highly verbal – arrive with their caregivers to present to and interact with the trainees.

The program has been developed in consultation with the LASD MET team and is integrated into current RCPI MET training schedule.

This training is designed to give officers a variety of techniques designed to minimize risk during encounters with this population, whose numbers are increasing every year. Officers will gain both a better understanding of the unique challenges facing autistic people, as well as ways in which to identify, communicate with and de-escalate these individuals. The course includes the following:

- Trainees undergo hands-on exercises to better understand the unique challenges faced by those with autism and why following orders, answering questions and achieving compliance might be compromised for these individuals.
- Facilitated interaction between first responders and a wide range of autistic individuals – from severe to

high-functioning.

- Autistic participants involved have been presenting with Autism Interaction Solutions for two years, thus enabling them to remain calm within a training setting. These individuals – even the most severe - provide invaluable insight into non-verbal communication and autistic behavior which might otherwise be interpreted as non-compliance, mental illness, drug use , aggression, or all of the above.
- Caregiver input, which contributes “real-life” stories of police and first responder interactions.

Course Content

(all materials, including handouts, wallet-sized summary cards provided by instructor):

I. Introduction:

Learning objective: Asked to define autism, students will be able to provide definitions, understand its prevalence, features and the likelihood that they will have contact with this commun

a.) Instructor: experience with autism

b.) Who in the room has had personal or professional experience with persons with autism? Officers are asked to describe any experience they may have had with an autistic person. What was the outcome?

c.) What is Autism?

i. A complex brain disorder affecting 1 in 45 individuals in the U.S.

ii. Causes are unknown

iii. Autism is the fastest-growing developmental disability in the nation

iv. Numbers are increasing by 10 - 17 % annually. The prevalence of autism in U.S. children increased by 119.4 percent from 2000 to 2010

v. Autism is more prevalent in boys than in girls: 75 to 25

vi. Autism is diagnosed through behavioral assessments, looking at deficits in three domains:

1. Social Interaction
2. Communication
3. Repetitive Thoughts and Behaviors

II. Reasons Law Enforcement Might Be Called:

Learning objective: Given a description of behavior during a call for service, students will be able to include autism as a possible factor in this behavior.

- a.) Wandering/elopement
- b.) Self-injurious or repetitive behavior
- c.) Peering into windows
- d.) Moving merchandise around stores
 - e.) Turning faucets or lights on and off
- f.) Erroneous reports of child abuse or assault against adult caregiver, who is actually trying to calm autistic person
 - g.) Hitting or biting others (including children)
 - h.) Domestic disturbance, possible 5150

III. Why Do Autistic People Behave They Way They Do and Why Can't They Just Comply?

Learning objective: *while interacting with persons with autism, students will be able to better interpret and understand disorganized, delayed and non-compliant behavior, which will equip them to respond safely and effectively.*

a.) Interactive Exercise: "Your Brain on Autism"

Students engage in an activity, in which they are assigned various actions designed to distract and disrupt a volunteer, who is attempting to complete a task.

Post-activity discussion includes having volunteer describe his or her level of dysregulation and how it might have prevented him or her from complying normally.

b.) The "Neurotypical"/Non-Autistic Brain:

- i. Sensory system: what does it do for us?
- ii. Speech and language centers
- iii. Mirror neurons: definition and purpose

c.) The Autistic Brain:

- i. Sensory Integration Disorder: malfunctioning system – or a "flooding" or input (emotions, sensations, environmental stimuli)
- ii. Facial "Blindness:" inability or impairment in recognizing facial expressions (anger vs. laughter, for example)
 - Impaired or absent language: word retrieval and motor planning, delayed responses.

d.) Interactive Exercise: "What's Your Name?"

Students pair up and engage in a brief exchange which illustrates the challenges of delayed speech and the implicit assumptions made when information isn't immediately forthcoming.

IV. Risks to the Autistic Population:

- a.) Victimization: more than 35% of people with autism are crime victims
- b.) Unintended injury: communication disorders can lead to misunderstandings with local community members, classmates, co-workers and first responders
- c.) Unintended crimes: autistic people are very gullible and often don't understand when they are being

manipulated

d.) Wandering/elopement:

- i. Close to half of autistic children are prone to wandering and will attempt to roam from a safe environment
- ii. Accidental drowning accounts for 91% of deaths reported in children with autism under the age of 14. Traffic deaths come in second.
 - iii. Wandering is ranked as the most stressful autistic behavior by parents
- iv. Children with autism are eight times more likely to elope between the ages of 7 and 10 than their typically developing siblings

V. Identifying Autism:

Learning objective: *Students will be able to provide descriptions of the core features of persons with autism, which will assist in identifying autism or possible developmental disability while responding to incidents.*

a.) SPEECH ISSUES

- i. Limited or no ability to speak, may appear deaf.
- ii. Echolalia: might echo or mimic what you're saying.
- iii. Scripting: clips from movies, TV, songs.
- iv. Speaking in a monotone or sing-song voice.
- v. Highly suggestible and literal - for example, if they are taking vitamins or prescription medicine, might answer "Yes" to "Are you on drugs?"

b.) SOCIAL & BEHAVIORAL ISSUES

- i. Lack of eye contact or refusal to look you in the eye.
- ii. Tantrums or escalated behavior for no apparent reason.
- iii. Difficulty judging personal space - standing either too close or too far away.
- iv. Odd, repetitive behavior ("stimming") including hand flapping, finger flicking, body rocking, spinning objects.
- v. Inappropriate emotional responses, such as laughing during a serious situation.

c.) PHYSICAL ISSUES

- i. Aversion to touch
- ii. Inappropriate touching of self and others
- iii. Self-injurious behavior: head banging, self-biting, pinching or scratching self (brief explanation of the purpose of this behavior, and how it differs from suicidal or self-harm intent)
- iv. Over or under-sensitivity to pain.
- v. No fear of danger – may run into traffic or towards a body of water.

V. Interactive Exercise: "General Knowledge Quiz with a Twist"

A basic quiz is distributed to the group. Before they can begin, officers are given prism glasses to wear (provided by instructor) and are required to write with their non-dominant hand. As they begin the test, a loud siren is played, along with a radio, which constantly changes stations and often remains on static. The officers are told to "speed it up" and advised they should be "halfway through by now." At the conclusion of the time allotted, they have to stop wherever they are. Most haven't completed the test.

The group describes their experiences and how the challenges encountered might be similar to those diagnosed with autism.

VI. Responding to a Call:

- Look for an ID shoe tag, bracelet or necklace.
- Involve caregiver if situation allows. Ask how you can help them.
- Avoid more than one voice speaking at once. Assign a single point person and have that person speak to the individual. Speak calmly.
- Give as much space as possible.
- Approach from the side, rather than the front (peripheral vision feels safest for individual).
- Slow down/simplify speech. Allow plenty of response time.
- If safety allows, wait for an agitated individual to calm down.
- Allow the person to engage in repetitive behaviors (rocking, jumping, flapping, pacing). It's their method of self-regulation.
- Offer a tablet, smartphone or pen and paper to see if person can type or write. Ask for address, phone number, Mom and Dad's name, etc. Prepare to wait longer than normal.
- Take note of any special interests and use these to engage (Smartphones, T.V. shows, Disney, trains, snacks)
- Try physically modeling your commands. ("Do this")
- Use rewards: "If you do this, then you can see Mom/go home/get a snack."
- Use visual aids to instruct individual. For example:
 1. *Get in car*
 2. *Ride to police station*
 3. *Have snack*
 4. *See Mom*

VII. Restraint:

- a.) Avoid positional asphyxia. People with autism may have a difficult time supporting their airways during restraint due to underdeveloped chest muscles.
- b.) Officers should turn the person on their side to ensure airways are kept open.
- c.) Keep in mind over 30% of people with autism are prone to seizures.
- d.) Be prepared for resistance. People with autism may not understand the futility of struggling even when they are restrained.

VII. Group Breakout Session:

Using actual scenarios of autism and law enforcement encounters, students break off into small groups and work out a response using these guidelines:

1. How do you keep yourself and others safe?
2. What to look for to assess behavior – could this be someone with autism?
3. Come up with strategies for de-escalating and resolving situation.

VIII: Live Interaction

Autistic participants arrive and present to the officers. They range in age from 16 – 22. Some are highly verbal and some are severely impacted (non-verbal). Their parents also speak about their children's experiences with law enforcement. Officers will interact directly with participants, if they choose.

• Deputy Leadership

LASD DLI Facilitator Workshop

2008

EXPANDED COURSE OUTLINE

DAY ONE

- I. Introduction
 - A. Course overview and expectations
 - B. Student introductions
 - C. Key Note speaker - Chief Abner
- II. Effective thought patterns
 - A. The self-talk cycle
 - 1. Self-image
 - a. B. Self talk
 - b. Stanford Study:
 - i. Positive self-talk (20%)
 - ii. Negative self-talk (80%)
 - 2. Attributional style:
 - a. As I think, I am
 - B. Improving thought patterns

1. Internal image determines behaviors
 - a. Words
 - b. Pictures
 - c. Feelings
 - i. $I \times V = R$
 2. Change image, change behavior
 - a. Monitoring and controlling self-talk
 - b. Imprint picture with proper emotion
 - c. Visualize your way to change
- C. Unconscious thought processes
1. Regulation of one's effectiveness
 2. Comfort zones
 3. Effectiveness zones
 4. Anxiety arousal
 5. Self-regulation
 - a. Self-talk
 - b. Feedback
 - c. Dominant reality
- D. Keys to personal power
1. Controlling forethought
 - a. Using forethought correctly
 - b. systematic desensitization
 2. Affirmations
 - a. Affirm self and others

- b. Resiliency
 - c. Positive expectancy of the future
 - d. Listing successes
 - e. Importance of not passing through successes too lightly
 - f. Visualizing the future
- E. How the mind works
- 1. Conscious mind
 - a. Current thoughts
 - b. Conscious reflection
 - c. Controlled process
 - 2. Subconscious mind
 - a. Memory
 - b. Automatic processes
 - c. Habitual thought patterns
 - d. Maintain current reality
 - 3. Creative subconscious
 - a. Problem solving
 - b. Creativity
- F. Targeting needs and goals
- 1. Teleological
 - a. Our minds our goal oriented
 - b. We move towards and become that which we think about
 - 2. Cognitive dissonance
 - a. Mind cannot hold two conflicting cognitions

- b. Tension
- c. Creative energy
 - i. Correct towards the dominant picture
- 3. Goal setting is essential
 - a. Become purposeful
 - b. Worry is negative goal setting
 - c. Focus on what we want, not what we don't want

DAY TWO

- I. Generation Shaping Events & Definitions of generations
 - A. Common traits
 - 1. Age
 - 2. Location in history
 - 3. Collective peer personality
 - B. Various definitions of generational historical time frames
 - 1. Strauss and Howe
 - a. Silent 1925-1942
 - b. Boomer 1943-1960
 - c. Gen X 1961-1981
 - d. Millennial 1981- present
 - 2. Other generational historical time frames
 - a. Veteran born before 1943
 - b. Boomer 1943-1964
 - c. Gen X 1965-1980

d. Millennial or Y 1981- present

C. Veterans

1. They have a definitive sense of right and wrong and of good and bad and are respectful of authority.
2. They save their money and pay in cash.
3. They are conformers.
4. They believe in an honest day=s work for an honest day's pay.
5. Historical Events
 - a. WWI, WWII
 - b. Stock Market Crash
 - c. Great Depression

D. Baby Boomers

1. Baby Boomers Question Authority
2. Part of the legacy of the sixties and Viet Nam.
3. Don=t trust anyone over 30.
4. Buy now, pay later.
5. Historical Events
 - a. WWI & WWII
 - b. Vietnam
 - c. Rosa Parks & Civil Rights Movement

E. Generation X

1. They believe in balance and work to live (not the other way around).
2. Their parents devoted themselves to work. Many were latch key kids
3. Their parents looked like workaholics to them.

4. Frightened by high price of parents' success, i.e., stress, divorce, etc.
5. Historical Events
 - a. Challenger Explosion
 - b. Watergate
 - c. Gulf War 1
6. Averages nearly *nine jobs* between the ages of 18 and 32
 - a. Average time a police officer is less than five years (NIJ study).
 - i. Don't think much about paying dues.
 - ii. Don't want long hours and dead end jobs.
 - iii. Very entrepreneurial.
 - iv. This generation has redefined loyalty.

F. Millennials

1. The AFound Generation@, they are confident and hopeful.
 2. Parents not only escorted them, they advocated for them.
 3. Gen X'ers, whose parents were never home, swore they would do it differently.
 4. Kids are the rage BBaby Gap, Pottery Barn Kids, 50 kid shows on TV
5. They value honesty and integrity.
6. Historical Events
 - a. Oklahoma City Bombing
 - b. Columbine High
 - c. 9/11

II. Employment Challenges

A. National / Macro Issues

1. According to U.S. Bureau of Labor statistics, there will be a shortfall of 10 million workers by 2010.
2. Nationwide, by 2010 U.S. Bureau of Labor statistics predict a net

deficit of 10 million workers nationwide.

B. Local / Micro Issues

1. California's population growing nearly 600,000 people per year.
2. According to a 2004 California Performance Review study, 70,000 State of California workers (34%) will be eligible to retire in the next five years (that was three years ago).
3. California will need to hire nearly 68,000 sworn peace officers by 2012.

III. Perceived Strengths, Weaknesses, and Job Related Needs (Veterans)

A. Perceived strengths

1. Created most of culture in workplace today (paramilitary)
2. Strong work ethic
3. Loyalty & dependability are tied to one employer for life

B. Perceived Weaknesses

1. Stuck in the mud
2. Not familiar with the times
3. Unwilling to embrace change

C. Values (and behavior are different things)

1. Family
2. Integrity
3. Love

D. Job related needs

1. Respect/Trust
2. Credible/trustworthy leaders
3. Slowly embrace change/Loyalty based on context

IV. Perceived Strengths/Weaknesses/Job-Related Needs (Baby Boomers)

A. Perceived strengths

1. Live to work
2. Good team players
3. Sink or swim mentality

B. Perceived Weaknesses

1. Every question can have many right answers
2. Live to work; expect same of others
3. Commitment issues

C. Values (and behavior are different things)

1. Family
2. Integrity
3. Love

D. Job related needs

1. Respect/Trust
2. Credible/trustworthy leaders
3. Slowly embrace change/Loyalty based on context

V. Perceived Strengths, Weaknesses, and Job Related Needs (Generation X - What's the deal today)

A. Perceived strengths

1. Independent
2. Self reliance
3. Committed to balance of work and home life

B. Perceived Weaknesses

1. Fun and informality in workplace
2. Self reliance-leave them alone on a project
3. Not against authority, just unimpressed by it.

C. Values (and behavior are different things)

1. Family
2. Love
3. Integrity

D. Job related needs

1. Respect
2. Trust
3. Credible/trustworthy leaders

VI. Perceived Strengths, Weaknesses, and Job Related Needs (Millennials)

A. Perceived strengths

1. Energetic
2. Hopeful
3. Patriotic

B. Perceived Weaknesses

1. Slackers
2. Not loyal
3. Not willing to pay dues

C. Values (and behavior are different things)

1. Family
2. Love
3. Spirituality

D. Job related needs

1. Respect
2. Trust

3. Credible/trustworthy leaders
4. Slowly embrace change
5. Loyalty based on context

VII. Counseling

- A. Counseling – direct face-to-face conversation with a subordinate
- B. Goals of counseling
 1. Provide feedback to:
 - a. Develop employees
 - b. Set expectations
 - c. Correct inappropriate behavior (solve performance problems)
- C. Counseling should be a continuous process
 1. Biggest problem with counseling: not frequent enough
 2. Feedback is the only way employees have of gauging their work
 3. Medicine analogy – dosage, time, and total amount are all important
- D. Counseling should never be used to
 1. Make the employee feel bad
 2. Embarrass or belittle the employee
 3. Demonstrate the supervisor's superior knowledge or skill
- E. Performance standards – correct vs. incorrect performance
 1. Most employees perform the vast majority of their jobs very well
 - a. 95% of work is performed correctly
 2. Feedback usually focuses on the 5% that employees perform incorrectly
 - b. Focusing only on negative feedback is demoralizing
- F. Beware of filters

1. All communication must pass through our perceptual filters
 - a. Past experiences/Expectations
 - b. Attitudes/Values/Beliefs
 - c. Sensitivity to certain issues (hot buttons)
2. Filters can influence what is heard

IX. Coaching, Counseling, and Mentoring -Definitions

A. Coaching

1. Temporary/Opportunity based

B. Counseling

1. Temporary/Bring behavior consistent with organizational standards

C. Mentoring

1. Longer term/formal/mutual expectations

X. Counseling Problem identification

A. Work related issues

1. Lack of resources
2. Overtime
3. Fatigue
4. Lack of proper training
5. Lack of experience

B. Non work related issues

1. Physical health
2. Family life
3. Extended family
4. School

5. Financial

XI. Counseling plans

A. Necessary elements

1. Specific problems that need to be addressed
2. Specific instances when the problems occurred
3. Reasons the behavior is a problem
4. The supervisor or manager's expectations
5. Positive consequences for the employee
6. Negative consequences for the employee
7. If a supervisor does not take care of the problem
8. Potential employee reaction
9. How the supervisor or manager will handle the possible employee reaction
10. Constructive ideas for employee improvement
11. Proposed plan of action
12. Proposed benchmarks
13. Follow up and benchmark timelines

DAY THREE

I. Facilitation Skills

A. Best practices

1. Roundtable discussion
 - a. What works?
 - b. What does not work?

- c. Suggestions for improvement
- d. Review of required paperwork

B. Facilitation skills

- 1. Asking questions
- 2. Facilitating dialogue
- 3. Dealing with difficult students
- 4. Handling disruptive students
- 5. Discussing difficult issues

II. DLI Session Two

A. Roundtable discussion

- 1. Designing DLI Session Two
 - a. Course curriculum
 - b. Exercises/student activities
 - c. Video's

III. Five Dysfunctions of a Team

- A. Lack of trust
- B. Fear of conflict
- C. Lack of commitment
- D. Avoidance of accountability
- E. Inattention to results

IV. Closing comments

DAYS FOUR & FIVE

I. Practical Application

- A. Co-facilitate 16-hour Leadership Development Program class

(1820-34490)

- **Per Counseling**

2019 LASD Peer Support Annual Conference: Emotional Body Armor (6 hours)

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Course Purpose – *The purpose of this course is to provide Los Angeles County Sheriff's Department peer supporters with information to better understand how trauma exposure and other job stressors can impact coping and help-seeking behaviors.*

Learning Objectives – *Students who complete this course will be able to identify, discuss, and provide positive coping skills, strategies, and resources to help law enforcement personnel deal with issues from trauma exposure and other stressors that result in unhealthy coping.*

Registration, Introduction, and Course Overview

I. The Challenges of Law Enforcement Work

- A. Mixed messages – Warrior vs. Guardian, politics, litigation, and liability
- B. Myths of Law Enforcement

II. How Do We Change?

- A. Train differently to change behavior
- B. The impact of everyday life: High risk and low frequency
- C. We can't control trauma, but we can control how we react and respond

III. What is the Problem?

- A. Misconceptions about the impact of critical incident and trauma exposure on officer wellness
- B. The impact of unresolved trauma

IV. Family of Origin

- A. Understanding pre-employment trauma
- B. Resolving pre-existing trauma to foster resilience
- C. The ego states and how we fail to properly train them – child, teenager, adult

V. Suicide Rates Among Law Enforcement

- A. Personal stories
- B. How does an officer get there?
- C. Self-sacrifice
- D. Perception of life

E. Perseverance, determination, and resilience

VI. Current Trends in Law Enforcement

- A. Alcohol and drug addiction through conditioning
- B. Overmedication
- C. Myths of PTSD

VII. Confidential Resources

- A. LASD Psychological Services Bureau
- B. Safe Call Now and Armor Up
- C. Nationwide confidentiality laws
- D. Continuum of care

Course Conclusion, Review, and Student Evaluations

• Peers Support

Peer Support Program 3-Day Course (24 Hours)

-

Purpose: The purpose of this course is to provide law enforcement sworn and professional peer support personnel with the necessary information, skills, and resources to be able to complete their peer support duties effectively.

Learning Outcomes: When responding to law enforcement personnel in a peer support capacity, graduates of this course will be able to recognize when an employee is having problems, effectively respond with supportive interventions, and, when necessary, provide the employee with additional resources and referrals.

PSP – Day 1

1. Peer Support Program Overview

Learning objective: Students will describe the history and effectiveness of peer support in law enforcement. They will also identify who is eligible to receive peer support services, and describe the training and administrative requirements for peer supporters.

Minimum Topics

- History of peer support among law enforcement (informal and formal)
- Law Enforcement Mental Health and Wellness Act of 2017
- Eligibility for peer support
- Training requirements for peer supporters
- Administrative requirements for peer supporters

2. Ethics in Peer Support

Learning objective: Students will identify four ethical principles and discuss their applications in peer support.

Minimum Topics

- Confidentiality
- Informed consent
- Avoidance of dual relationships
- Knowing your limitations/When to refer

Learning activity – Students will be given various ethical dilemma vignettes to identify the issue and propose a solution. Class discussion to follow.

3. Basic Helping Skills (Part 1)

Learning objective: Students will utilize basic helping skills to recognize distress, offer help, establish rapport, engender hope, and set goals.

Minimum Topics

- Recognizing distress
- Offering help
- Rapport-building skills
- Engendering hope
- Effective goal-setting

Learning activity – Students will engage in a self-reflective activity to identify their own signs and symptoms of distress. Class discussion to follow.

Learning activity – Role play to practice skills learned to identify signs of distress, offer help, and establish rapport. Class discussion to follow.

Learning activity – Students will practice effective goal-setting skills using vignettes provided by the instructor. Class discussion to follow.

4. Basic Helping Skills (Part 2)

Learning objective: Students will identify the six helping response modes and utilize the 10-Step Action Plan problem solving approach.

Minimum Topics

- 6 helping response modes—questions, advice, interpretations, self-disclosure, attentive silence, and reflections
- 10-step action plan problem solving approach

Learning activity – Students will be provided with a vignette demonstrating ineffective use of a helping response mode and asked to identify why the helping response mode might have been ineffective, and propose additional helping response mode(s) to more effectively engage with the peer support contact. Class discussion to follow.

Learning activity – Students will role play peer support interactions using the 10-step action plan problem solving approach worksheet. Class discussion to follow.

5. Alcohol and Substance Misuse

Learning objective: Students will identify the signs/symptoms of alcohol and substance misuse, identify the risks of misuse specific to law enforcement personnel, interpret the Stages of Change recovery model, and identify treatment resources.

Minimum topics

- Signs and symptoms of alcohol and substance misuse
- Risks of misuse among law enforcement personnel
- AUDIT alcohol use self-assessment tool
- Stage of Change model
- Substance-related treatment resources (internal and external resources)

Learning activity – Students will take the AUDIT self-assessment tool to familiarize themselves with this instrument and how it can be used in peer support interactions. Class discussion to follow.

Learning activity – Students will be given vignettes that illustrate various Stages of Change. They will identify the stage and discuss among themselves in small groups. Class discussion to follow.

Assessment: Students will be given a written exam summarizing the content reviewed in day one. The exam will consist of multiple choice, matching, and fill-in questions. Students will also complete the course evaluation form for day one.

6. Course Conclusion

- Course review
- Questions and answers

PSP – Day 2

1. Advanced Helping Skills (Part 1) – Cognitive Behavioral Approaches

Learning objective: Students will discuss cognitive-behavioral approaches to address a peer support contact's resistance, identify and challenge cognitive distortions, and identify defense mechanisms.

Minimum Topics

- Techniques for ambivalent/resistant contacts

- Cognitive distortions
- Defense mechanisms

Learning activity – Students will be given vignettes that demonstrate common ambivalent/resistant peer support contacts. They will identify and role play techniques to address the contact's ambivalence/resistance. Class discussion to follow.

Learning activity – Students will engage in a self-reflective activity to identify their own automatic thoughts, type(s) of cognitive distortions, and identify a more balanced thought. Class discussion to follow.

Learning activity – Students will engage in a self-reflective activity to identify their defense mechanisms during a period of emotional discomfort, identify how this helped them cope, and identify potential problems with the type of defense mechanism used. Class discussion to follow.

2. Stress Management

Learning objective: Students will identify the general signs and symptoms of stress and potential consequences of poor stress management. They will develop a stress management plan that includes healthy coping strategies.

Minimum Topics

- Define “stress”
- The Stress Continuum
- Common signs and symptoms of stress
- Stress self-assessment (Personal Stress Inventory and Life Stress Test)
- Healthy coping skills
- Formulating a stress management plan

Learning activity – Students will engage in a self-reflective activity to identify signs and symptoms of stress, including when they are experiencing too little stress, optimal stress, and too much stress. Class discussion

to follow.

Learning activity – Students will take two stress self-assessment tools to familiarize themselves with these instruments and understand their use in peer support interactions. Class discussion to follow.

Learning activity – Students will use vignettes to develop a stress management plan. Class discussion to follow.

3. Advanced Helping Skills (Part 2) – Helping a Person in Crisis

Learning objective: Students will identify general characteristics of a person in crisis, recognize specific issues related to law enforcement personnel in crisis, and apply techniques to support an individual through a crisis.

Minimum Topics

- Defining “crisis” (single incident versus cumulative incidents)
- Signs and symptoms of a crisis
- Stages of a crisis
- Law enforcement-related issues contributing to a crisis
- Techniques to support an individual through a crisis

Learning activity – Using personal and professional experiences dealing with people in crisis, students will list physical, emotional, cognitive, and behavioral signs and symptoms of a crisis. Class discussion to follow.

Learning activity – Students will be given vignettes illustrating peer support contacts in crisis. They will select possible supportive interventions to utilize. If time permits, students will role play techniques to support a peer support contact in crisis. Class discussion to follow.

4. Critical Incidents

Learning objective: Students will define and identify various types of critical incidents, identify common stress reactions following a critical incident, and discuss the debriefing process.

Minimum Topics

- Define “critical incident” and identify types of critical incidents
- Common post-incident stress reactions
- Defusing
- Critical incident debriefing (CISD and Mitchell Model)
- Coping strategies
- Role of peer support following a critical incident
- Resources and referrals

Learning activity – Students will engage in a self-reflective activity to identify physical, emotional, cognitive, and behavioral signs and symptoms following a critical incident. Class discussion to follow.

Learning activity – Students will use vignettes of critical incident scenarios to identify supportive strategies they might utilize in peer support contacts. Class discussion to follow.

5. Relationship Problems and Domestic Violence

Learning objective: Students will identify contributing factors to relationship problems and domestic violence among law enforcement personnel. They will describe the Cycle of Violence and identify indicators of life threatening domestic violence, as well as identify resources and examine strategies for peer support interventions.

Minimum Topics

- **Common types of relationship problems**
- **Supportive strategies to address ongoing relationship and end of relationship issues**
- **Types of domestic violence**
- **Cycle of Violence**
- **Indicators of life threatening domestic violence and strategies for peer support interventions**
- **Resources and referrals**

Learning activity – Students will role play supportive strategies to address ongoing relationship and end of relationship issues. Class discussion to follow.

Learning activity – Students will be given vignettes illustrating domestic violence, identify indicators of violence, and choose potential strategies to utilize in a peer support contact. Class discussion to follow.

Assessment: Students will be given a written exam summarizing the content reviewed in day two. The exam will consist of multiple choice, matching, and fill-in questions. Students will also complete the course evaluation form for day two.

6. Course Conclusion

- Course review
- Questions and answers

PSP – Day 3

1. Anger Management

Learning objective: Students will identify and practice tools to increase awareness of anger, assertively and

appropriately express anger, control inappropriate anger, and develop an anger management plan.

Minimum Topics

- Increasing awareness of anger
- Assertively and appropriately expressing anger (three-step rule)
- Anger control techniques
- Developing a personal anger management plan

Learning activity – Students will engage in a self-reflective activity to identify their individual “red flags” for anger. Class discussion to follow.

Learning activity – Students will be given a worksheet to practice the “three-step rule” for assertively and appropriately expressing anger (describe the behavior, describe what it felt like, and suggest what change you would like to remedy the situation). Class discussion to follow.

Learning activity – Students will practice writing an anger management plan and discuss how this tool might be helpful in peer support interactions.

2. Suicide Prevention

Learning objective: Students will describe suicide facts versus myths, discuss elements of a suicide risk assessment, identify treatment options and resources, and demonstrate appropriate peer support interventions when dealing with a suicidal contact.

Minimum Topics

- Common suicide myths versus facts
- Suicide assessment
- Procedures and referrals when dealing with a suicidal contact (AID LIFE)

Learning activity – Students will receive multiple statements about suicide and identify whether they believe it is a myth or fact. Class discussion to follow.

Learning activity – Students will role play peer support interventions with a suicidal contact. Class discussion to follow.

3. Grief, Loss, and Depression

Learning objective: Students will describe general characteristics of grief, loss, and depression. They will also identify peer support intervention strategies, referrals, and resources

Minimum Topics

- Common signs and symptoms of depression
- Treatment options for depression (including referrals and resources)
- Stages of grief and loss
- Common components of grief
- Supportive strategies

Learning activity – Students will be shown a variety of videos depicting individuals who have dealt with grief, loss, and/or depression. They will work in small groups to identify signs and symptoms, stages of grief and loss, and other components of grief and loss. Class discussion to follow.

4. Unexpected Time Off Work: Illness, Injury, and Investigations

Learning objective: Students will identify common issues related to illness, injury, and investigations including functional impairments, financial concerns, and stigma.

Minimum Topics

- Common reactions to illness, injury, and/or investigations
- Managing pain and medical recovery
- Functional impairments
- Financial concerns
- Stigma

Learning activity – Students will be given vignettes illustrating issues related to illness, injury, and investigations. Working in small groups, students will identify reactions and possible supportive strategies to help a contact who is experiencing any of these issues.

5. Compassion Fatigue and Peer Survival

Learning objective: Students will describe burnout and compassion fatigue, utilize self-assessment tools, and identify strategies to recognize limits and maintain adequate self-care.

Minimum Topics

- **Burnout**
- **Compassion fatigue**
- **Self-assessment tools (Freudenberger Burnout Scale and PROQOL)**
- **Recognizing limits**
- **Self-care**

Learning activity – Students will take the burnout and compassion fatigue self-assessment tools to familiarize themselves with these instruments and their potential use in peer support interactions. Class discussion to follow.

Learning activity – Students will engage in a self-reflective activity to identify their personal limits related to peer support functions. Class discussion to follow.

Learning activity – Students will develop their own self-care action plan. Class discussion to follow.

Assessment: Students will be given a written exam summarizing the content reviewed in day three. The exam will consist of multiple choice, matching, and fill-in questions. Students will also complete the course evaluation form for day three.

6. Course Conclusion

- Course review
- Questions and answers

• Peers Support

Peer Support Program 3-Day Course (24 Hours)

Purpose: The purpose of this course is to provide law enforcement sworn and professional peer support personnel with the necessary information, skills, and resources to be able to complete their peer support duties effectively.

Learning Outcomes: When responding to law enforcement personnel in a peer support capacity, graduates of this course will be able to recognize when an employee is having problems, effectively respond with supportive interventions, and, when necessary, provide the employee with additional resources and referrals.

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1. Peer Support Program Overview

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2. Ethics in Peer Support

Learning objective: Students will identify four ethical principles and discuss their applications in peer support.

Minimum Topics

- Confidentiality
- Informed consent
- Avoidance of dual relationships
- Knowing your limitations/When to refer

Learning activity – Students will be given various ethical dilemma vignettes to identify the issue and propose a solution. Class discussion to follow.

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Learning objective: Students will utilize basic helping skills to recognize distress, offer help, establish rapport, engender hope, and set goals.

Minimum Topics

- Recognizing distress
- Offering help
- Rapport-building skills
- Engendering hope
- Effective goal-setting

Learning activity – Students will engage in a self-reflective activity to identify their own signs and symptoms of distress. Class discussion to follow.

Learning activity – Role play to practice skills learned to identify signs of distress, offer help, and establish rapport. Class discussion to follow.

Learning activity – Students will practice effective goal-setting skills using vignettes provided by the instructor. Class discussion to follow.

4. Basic Helping Skills (Part 2)

Learning objective: Students will identify the six helping response modes and utilize the 10-Step Action Plan problem solving approach.

Minimum Topics

- 6 helping response modes—questions, advice, interpretations, self-disclosure, attentive silence, and reflections
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Learning activity – Students will be provided with a vignette demonstrating ineffective use of a helping response mode and asked to identify why the helping response mode might have been ineffective, and propose additional helping response mode(s) to more effectively engage with the peer support contact. Class discussion to follow.

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instrument and how it can be used in peer support interactions. Class discussion to follow.

Learning activity – Students will be given vignettes that illustrate various Stages of Change. They will identify the stage and discuss among themselves in small groups. Class discussion to follow.

Assessment: Students will be given a written exam summarizing the content reviewed in day one. The exam will consist of multiple choice, matching, and fill-in questions. Students will also complete the course evaluation form for day one.

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- Course review
- Questions and answers

PSP – Day 2

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Learning activity – Students will be given vignettes that demonstrate common ambivalent/resistant peer support contacts. They will identify and role play techniques to address the contact's ambivalence/resistance. Class discussion to follow.

Learning activity – Students will engage in a self-reflective activity to identify their own automatic thoughts, type(s) of cognitive distortions, and identify a more balanced thought. Class discussion to follow.

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2. Stress Management

Learning objective: Students will identify the general signs and symptoms of stress and potential consequences of poor stress management. They will develop a stress management plan that includes healthy coping strategies.

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- Define “stress”
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Learning activity – Students will engage in a self-reflective activity to identify signs and symptoms of stress, including when they are experiencing too little stress, optimal stress, and too much stress. Class discussion to follow.

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Learning activity – Students will use vignettes to develop a stress management plan. Class discussion to follow.

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Learning objective: Students will define and identify various types of critical incidents, identify common stress reactions following a critical incident, and discuss the debriefing process.

Minimum Topics

- Define “critical incident” and identify types of critical incidents
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- Critical incident debriefing (CISD and Mitchell Model)
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- Role of peer support following a critical incident
- Resources and referrals

Learning activity – Students will engage in a self-reflective activity to identify physical, emotional, cognitive, and behavioral signs and symptoms following a critical incident. Class discussion to follow.

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- **Common types of relationship problems**
- **Supportive strategies to address ongoing relationship and end of relationship issues**

- **Types of domestic violence**
- **Cycle of Violence**
- **Indicators of life threatening domestic violence and strategies for peer support interventions**
- **Resources and referrals**

Learning activity – Students will role play supportive strategies to address ongoing relationship and end of relationship issues. Class discussion to follow.

Learning activity – Students will be given vignettes illustrating domestic violence, identify indicators of violence, and choose potential strategies to utilize in a peer support contact. Class discussion to follow.

Assessment: Students will be given a written exam summarizing the content reviewed in day two. The exam will consist of multiple choice, matching, and fill-in questions. Students will also complete the course evaluation form for day two.

6. Course Conclusion

- Course review
- Questions and answers

PSP – Day 3

1. Anger Management

Learning objective: Students will identify and practice tools to increase awareness of anger, assertively and appropriately express anger, control inappropriate anger, and develop an anger management plan.

Minimum Topics

- Increasing awareness of anger
- Assertively and appropriately expressing anger (three-step rule)
- Anger control techniques
- Developing a personal anger management plan

Learning activity – Students will engage in a self-reflective activity to identify their individual “red flags” for anger. Class discussion to follow.

Learning activity – Students will be given a worksheet to practice the “three-step rule” for assertively and appropriately expressing anger (describe the behavior, describe what it felt like, and suggest what change you would like to remedy the situation). Class discussion to follow.

Learning activity – Students will practice writing an anger management plan and discuss how this tool might be helpful in peer support interactions.

2. Suicide Prevention

Learning objective: Students will describe suicide facts versus myths, discuss elements of a suicide risk assessment, identify treatment options and resources, and demonstrate appropriate peer support interventions when dealing with a suicidal contact.

Minimum Topics

- Common suicide myths versus facts
- Suicide assessment
- Procedures and referrals when dealing with a suicidal contact (AID LIFE)

Learning activity – Students will receive multiple statements about suicide and identify whether they believe it is a myth or fact. Class discussion to follow.

Learning activity – Students will role play peer support interventions with a suicidal contact. Class discussion to follow.

3. Grief, Loss, and Depression

Learning objective: Students will describe general characteristics of grief, loss, and depression. They will also identify peer support intervention strategies, referrals, and resources

Minimum Topics

- Common signs and symptoms of depression
- Treatment options for depression (including referrals and resources)
- Stages of grief and loss
- Common components of grief
- Supportive strategies

Learning activity – Students will be shown a variety of videos depicting individuals who have dealt with grief, loss, and/or depression. They will work in small groups to identify signs and symptoms, stages of grief and loss, and other components of grief and loss. Class discussion to follow.

4. Unexpected Time Off Work: Illness, Injury, and Investigations

Learning objective: Students will identify common issues related to illness, injury, and investigations including functional impairments, financial concerns, and stigma.

Minimum Topics

- Common reactions to illness, injury, and/or investigations
- Managing pain and medical recovery
- Functional impairments
- Financial concerns
- Stigma

Learning activity – Students will be given vignettes illustrating issues related to illness, injury, and investigations. Working in small groups, students will identify reactions and possible supportive strategies to help a contact who is experiencing any of these issues.

5. Compassion Fatigue and Peer Survival

Learning objective: Students will describe burnout and compassion fatigue, utilize self-assessment tools, and identify strategies to recognize limits and maintain adequate self-care.

Minimum Topics

- **Burnout**
- **Compassion fatigue**
- **Self-assessment tools (Freudenberger Burnout Scale and PROQOL)**
- **Recognizing limits**
- **Self-care**

Learning activity – Students will take the burnout and compassion fatigue self-assessment tools to familiarize themselves with these instruments and their potential use in peer support interactions. Class discussion to follow.

Learning activity – Students will engage in a self-reflective activity to identify their personal limits related to peer support functions. Class discussion to follow.

Learning activity – Students will develop their own self-care action plan. Class discussion to follow

Assessment: Students will be given a written exam summarizing the content reviewed in day three. The exam will consist of multiple choice, matching, and fill-in questions. Students will also complete the course evaluation form for day three.

6. Course Conclusion

- Course review
- Questions and answers

• Decision Making

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

Lieutenants' Interactive Forum for Education (LIFE) Class

The Decision Making Process

I. WELCOME

- A. Overview and purpose of the LIFE Class.
1. Complete all required paperwork.

II. STUDENT INTRODUCTIONS

- A. Students introduce each other to build a safe environment for honest discussion during the class.
1. Students will provide the following information about themselves: name, years of experience, career, challenges regarding decision making, and what is expected from the course.
 2. Group exercise.

III. BELIEFS-BEHAVIORS-RESULTS

- A. Discussion about what shapes human motivation.
1. Students will discuss how beliefs and behaviors shape their actions.
 2. Students will discuss what happens when beliefs and behaviors fail to meet their needs.
 3. Break-out groups utilized.

IV. VALUES AND PRINCIPLES

A. Students identify their principles and values.

1. Students will discuss how principles and values affect their decision-making processes.
2. Facilitator led discussion.

B. Discussion about principles and values.

1. Students will identify the source of their principles and values (society, culture, organization, and personal).
2. Students will create a list of values and principles for law enforcement.
3. Break-out groups utilized.

V. ALTERNATIVE LIFE CENTERS

A. Students identify what is of value to them in their lives and how those values affect their decision making.

1. Students discuss how decision making can be affected by important aspects of their lives (family, faith, money, work, etc.).
2. Results placed on easel.

B. Discussion demonstrates that principles should be used to make decisions.

1. Students and facilitators discuss how decisions should be made using principles that the class has identified.
2. The use of principles for decision-making leads to more predictable outcomes in the student's lives.
3. Facilitator lead discussion.

VI. ETHICAL DILEMMAS/STIMULUS RESPONSE MODEL

A. Discussion about right versus right and right versus wrong dilemmas.

1. Students discuss the consequences of making decisions when values are in conflict.
2. Facilitator led discussion.

B. Discuss the difference between proactive decision making and reactive decision making.

1. Proactive decision makers are more independent and self-reliant. They attempt to direct their future.
2. Reactive decision makers are dependent on their environments and thus have less influence on their future.
3. Facilitator led discussion.

VII. BEHAVIORAL RECIPROCITY/SELF-TALK

A. Discussion about how emotions and thought shape our behavior

1. Students discuss the consequences of emotion based behavior.

2. Facilitator led discussion.

B. Discussion about how Self-Talk influences how we act and respond to our environment.

1. Students discuss the origins Self-Talk and its effect on their decisions.

2. Facilitator led discussion.

VIII. FOUR MODES OF DECISION-MAKING/EFFECTIVE DECISION-MAKING

A. Four levels of decision making processes are discussed: Unconscious, Subconscious, Conscious, and Principle-Based.

1. Students are placed into groups and will present their views on the four levels of decision making.

2. Break-out groups utilized.

B. Four articles are discussed by four small groups of students. Each group will identify what concepts are involved in effective decision-making.

1. Each group of students will present their concepts of effective decision making based upon the articles read.

2. Break-out groups utilized.

IX. BRAD FISHER VIDEO

A. Students discuss how LAPD Officer Brad Fisher made decisions which led to him committing felony crimes while on-duty.

1. Students watch a video about Brad Fisher committing crimes on duty.

2. Students are placed into groups and discuss what motivated Fisher.

3. Students present their conclusions about how Fisher made the decisions which let him to commit crimes on duty.

4. Break-out groups utilized.

X. DECISION-MAKING MODEL

A. Students create a decision-making model which should be used when making decisions.

1. Utilizing the course content and concepts presented during the class, students will develop a model for decision making.

2. Break-out groups utilized.

XI. LEADERSHIP IS ABOUT HOPE/DISCUSSION

A. Students discuss how leadership is based upon the decisions they make.

1. Contemporary and historical examples of individuals who prepared themselves to excel in their fields are discussed.

2. Group discussion.

- B. Final discussion about the class' concepts.
 - 1. Students are asked to identify the key concepts of the course.
 - 2. Group discussion.
-

- **Academy Instructor Certification Course**

LOS ANGELES COUNTY SHERIFF'S DEPARTMENT

EXPANDED COURSE OUTLINE

ACADEMNY INSTRUCTOR CERTIFICATION COURSE

I. COURSE INTRODUCTION

This training block introduces the instructional goals and objectives of the AICC. At the conclusion of this block, the learner will recall the goals and objectives of the AICC, and be able to relate those goals and objectives to subsequent instruction in the course.

A. Course Introduction

- 1. Why are you here?
- 2. Why Change?
- 3. ID instructors (Instructor bio's and how they relate to credibility)
- 4. Final Presentation Friday (no surprises)
- 5. Agenda for the day
 - a. Core Competencies
 - b. Introductions
 - c. Roles and Responsibilities of the Instructor
 - d. Legal Issues and Safety Protocols
 - e. Adult Learning Concepts

B. OFFICER SAFETY, OFFICER SAFETY, OFFICER SAFETY

- 1. Officer Safety is always the goal!

C. Peeking Behind the Curtain

- 1. How do you get the students involved

2. List of good and bad Examples of Training (Learning Activity)
3. Openings are critical

D. Student Introductions:

1. Draw your partner in picture – no words
2. 3 minutes each for interview 7 minutes to draw picture
3. 1-2 Minute to present your partner
4. Debrief Drawing Exercise
 - a. Removes anxiety from self-intro of other person, not alone
 - b. Students pay more attention (listening skills)
 - c. Out of the box thinking
 - d. Expand on drawing skills
 - e. Shared interest with others (networking)
 - f. Instructor learns hoppy/interest for future presentation throughout the course
 - g. Exposes students/instructor knowledge/experience in the course
 - h. Students practice public speaking

E. Instructor Core Competencies

1. Basic Course Instructional System
2. Roles and Responsibilities of Law Enforcement Training Instructors
3. Adult Learning Concepts
4. Lesson Planning
5. Presentation Skills
6. Facilitation Skills
7. Use of Learning Resources and Training Aids
8. Evaluation Techniques
9. Legal Issues
10. Safety Protocols
11. Written, oral and/or Demonstration Assessment (competency verification checklist required for AICC)

Leaning Activity: Individual groups will discuss Instructor Core Competencies and address issues regarding student expectations and concerns.

I. ROLES AND RESPONSIBILITIES OF THE INSTRUCTOR

At the conclusion of this training block, the learner will understand the qualities and responsibilities of an instructor teaching POST–Certified Courses in the Basic Academy.

A. Instructor qualities

1. Possess subject matter expertise
2. Have respect for others, and demonstrate such respect in their duties
3. Be considerate of others
4. Be enthusiastic about leading the student’s learning experience
5. Be willing to facilitate student learning with varied approaches

B. Instructor responsibilities

1. Model desired behavior and performance
2. Facilitate the learner-centered training environment
 3. Remain current in their subject matter and the techniques of teaching and facilitating adult learners
 4. Ensure the training environment is psychologically and physically safe for the student’s learning experience and to mitigate the impact of any inappropriate actions or behaviors by students or staff.
 5. Remain focused on the ultimate goal of training, which is to transfer knowledge, skills and abilities to students in a manner that will be retained, replicated and used in the real-world environment

C. Faculty/Staff Code of Conduct

1. Strives to ensure that students are academically and professionally prepared:
 - a. Fielding Training Program
 - b. Policing Career
 - c. Ongoing Professional Development

2. Adherence to a training location's applicable protocols, policy, and procedures
 3. Recognizes training as a position of public trust
 - a. Promote civic virtues, such as, but not limited to
 - 1). Integrity
 - 2). Responsibility
 - 3). Loyalty
 - 4). Respect for the law
 - D. Ethics of instruction
 1. A collection of standards by which instructors are guided within their profession, such as, but not limited to:
 - a. Present from an informed and balanced viewpoint
 - b. Design curriculum that aligns with the POST Testing and Training Specifications (TTS)
 - c. Accommodate the diverse learning needs of students
 - d. Model appropriate behaviors, words, and references
 - e. Recognize that students are autonomous and entitled to their own thoughts
 - f. Facilitate the learning environment in a manner that challenges but does not manipulate

Learning Activity: Case Study: Dead Poets Society

1. Class discussion on new perspectives in teaching, risk taking and teacher modeling.

III. LEGAL ISSUES AND SAFETY PROTOCOLS

At the conclusion of this training block, the learner will understand and recognize the regulations and procedures to mitigate exposure to civil liability in an academy setting. Additionally, At the conclusion of this training block, the learner will also understand safety protocols, including maintaining a safety consciousness, recognizing and mitigating risks and adhering to safety guidelines.

A. . Legal Issues

1. There are various legal issues that can be encountered such as, but not limited to:
 - a. Copyright issues
 - b. Release of student information
 - c. Disability Accommodations
 - d. Negligent training
 - e. Negligent retention

B. Safety Responsibilities

1. POST Regulation 1052 (a) (6)

- a. Rules of safety and conduct
 - b. Individualized student injury response protocol
 - c. Student psychological safety
2. POST Regulation 1052 (a) (7)
- a. Obligated to follow lesson plan, hourly distribution and safety rules submitted to POST

IV. CONCEPTS OF ADULT LEARNING

At the conclusion of this block, learners will identify methods by which adults learn and internalize ideas and concepts, assess differences between teacher-centered and learner-centered training environments, and understand facilitation and how it differs from traditional teaching styles.

A. Adult learning

1. Pedagogy vs. Andragogy

- a. Pedagogy – focus is on the child/adolescent learner; learner is dependent, training is subject-matter and content focused, readiness to learn based on physical, mental and social development and lesson planning, testing and evaluation of success is managed by the instructor
- b. Andragogy – Adult learners are more independent and self-directed, training readiness is based on need, relevance and immediate application. Lesson design sequenced in terms of need and is problem focused.

B. Learner-centered instruction

1. Move from traditional teacher-centered instructional methodologies to those that are learner-centered
2. Move from memorization and rote test-taking to the acquisition of knowledge and skills and demonstrated competence consistent with higher-order concepts within learning taxonomies
3. Creating an environment that allows students to “fail forward” and process new knowledge in a manner that intrinsically enhances retention and use beyond the Basic Course or other in-service training
4. Move away from viewing the learner as a “blank slate” into one where the learner has life experiences which can be used as a foundation for further growth and development

C. Learning Modalities

1. Auditory

- a. Learns by listing, asking and talking

2. Visual

- a. Learns by observing or reading

3. Kinesthetic

- a. Learns through movement

4. Tactile

- a. Learns through touching and/or handling

Learning Activity: Learning Style Assessment (S.E. Pues)

D. Learning, Understanding, and Intelligence

1. Taxonomies of Learning (*Bloom's, Anderson/Krathwohl and Dave's*)

- a. Cognitive (intellectual skills, recall, recognition, thinking patterns)
- b. Affective (feelings, emotions, character, conscience)
- c. Psychomotor (motor skills, imitation, practice, habit)
2. Revisiting Malcolm Knowles and Adult Learning Concepts in a Multi-generational Training Landscape
 - a. The Knowles Adult Learning concepts
 - b. The need to know, self-concept, experience, readiness to learn, orientation to learning, and motivation
 - c. The training environment faced by today's trainers include a variety of generations (Millennials, Generation X, Baby Boomers, Matures).
 - d. The application of adult learning concepts in a multi-generational learning environment are a needed skill for today's trainers since the differing generations have different, needs, expectations, experiences, and motivation.

Learning Activity: Case Study: "Men in Black" (Testing Scene)

1. Relevance
2. Context
3. Expectation

V. LESSON PLANNING AND INSTRUCTIONAL SYSTEM DESIGN

At the conclusion of this training block, the student will demonstrate an understanding of lesson planning and appropriate Instructional Systems Design (ISD) as a foundation for the delivery and evaluation of training - facilitated in a manner consistent with standards and the learning needs of the student. The course should present at least one ISD methodology and one or more formats for lesson planning.

- A. Instructional Systems Design
 1. Course developers and planners in academic and public safety teaching may use "ADDIE" or a comparable structure to fully design, plan and execute training:
 - a. Analyze
 - b. Design
 - c. Develop
 - d. Implement
 - e. Evaluate
- B. The Instructor's Lesson Plan
 1. There are a number of models and formats one may use for the lesson plan. The importance of the plan is to enhance the structure of delivery, identify time constraints, and allow for replication by others and to validate the teaching of learning objectives. Relevant considerations are to:
 - a. Use a structure for planning to ensure consistent outcomes
 - b. Clarify the desired learning outcomes sought
 - c. Focus the design of instruction on targeted content relevant to the subject intended
 - d. Analyze options for training delivery
 - e. Identify appropriate learning activities to reinforce and deepen learner retention of ideas, skills or concepts

- f. Determine acceptable evidence of learning
- g. Plan learning activities and instruction
- h. Create lesson plan using one of several acceptable options
 - 1). Outcome-Based Lesson Planning
 - a). Established goals of training
 - b). Understandings needed by instructor and students
 - c). Essential questions to focus goals and guide actions
 - d). Knowledge and skills to be acquired through instruction
 - e). Assessment of success
 - f). Action plan for instruction
 - 2). Time-sequenced lesson plan
 - a). Scripted lesson plan using time sequences to note progress
 - b). Includes narrative description of actions and activities by instructor and students
 - c). Tied to learning objectives, resources and outcomes desired
 - 3). Other acceptable model or structure

Learning Activity: IGLA Review. Participants select an activity relevant to one of their learning domains. The activity is discussed and applied to their teaching.

- C. Prerequisites for Learners
 - 1. Experience or other established criteria for attendance
 - 2. Completion of assigned articles, chapters, workbooks or other related resources
 - 3. Research on the Internet
- D. Facility
 - 1. Possible limitations of physical layout of training environment
 - 2. Ability to move tables or chairs to form learning groups
 - 3. Adequate AV support for video/CD/DVD and the Internet
 - 4. Noise or other possible distractions
- E. Testing
 - 1. Understand relation of learning objectives to POST competency and P.O.S.T. Training and Testing Specifications (TTS)
 - 2. Understand POST standards for testing and remediation

VI. PRESENTATION AND FACILITATION SKILLS

At the conclusion of this training block, the learner will understand the variety of skills available for their use as instructors and demonstrate the use of appropriate presentation skills in a simulated or actual classroom environment.

- A. Presence

1. Appearance, including attire
 2. Personable, approachable and receptive
 3. Respect for learners and others in the learning environment
- B. Appropriate language and word choice
1. Use simple syntax
 2. Emphasize vocabulary related content
 3. Use of concrete and abstract language
- C. Power of Emotion
1. Are “War Stories” ever appropriate?
 2. Connection between emotion and memory
 3. How do you add emotion to your facilitation/presentation skills?
- D. Nonverbal skills
1. Paralanguage
 - a. The use of non-verbal communication to convey further meaning
 - 1). Voice
 - 2). Gestures
 - 3). Facial expressions
 2. Proxemics
 - a. The use of space and how it causes effective interpersonal communication
 - 1). Physical
 - 2). Personal
- E. Observation skills
1. Ongoing evaluation of learner behavior
 2. Adapting instruction
 3. Level of comprehension
 4. Awareness of learner concerns
- F. Classroom management skills
1. Minimize interruptions
 2. Mitigate disruptive student behavior
 3. Build a positive learning environment
 4. Breaks at appropriate intervals
- G. Delivery strategies include:
1. The selection and use of instructional delivery formats and strategies
 2. An understanding the process of class management through instructional style
 3. Using one or more interactive approaches to education and training to engage students.
 4. Creating Momentum in Class
 5. Using a Variety of Activities
- H. Problem Solving Strategies
1. Problem-Based Learning Exercises
 2. Case Study Exercises

3. Other student-centered, instructor facilitated strategies to emphasize the development of problem-solving capacity in student

I. Facilitation

1. Facilitation defined- "To make easy"
2. Facilitation is oriented to process; is not "presentation" or "teaching"
3. Techniques and skills of effective facilitation
 - a. Listening actively
 - b. Paraphrasing
 - c. Communicating expectations
 - d. Using appropriate questioning technique
 - e. Using planned responses
 - f. Eliciting participation from less outgoing members of class
 - g. Managing interaction and resolving conflicts and disruptions
 - h. Creating a learning environment where it is safe and appropriate to "fail forward" while learning and applying concepts and ideas.
 - i. Providing feedback and summary of course or block of instruction.
 - j. Use structure to enhance critical thinking by learners

Learning Activity: The Statue" Emphasizes the importance of nonverbal feedback

Learning Activity: Students use nonverbal techniques in group presentations.

VII. USE OF LEARNING RESOURCES AND TRAINING AIDS

At the conclusion of this training block, the learner will understand the variety of instructional resources available and demonstrate proficiency in their use as a part of a lesson plan.

- A. Appropriate selection and use of various resources.
 1. Informational resources
 2. Classroom resources
 3. Resources at POST (Instructor's Guide to Learning Activities, P.O.S.T. Learning Portal, P.O.S.T. Website)

- B. Practical demonstration and use of various aids
 1. Easel charts
 2. PowerPoint
 3. Handouts

- C. Pros and cons of various media
 - 1. Passive versus active media
 - 2. Over-utilization of Power Point and similar media
 - a. Do not read from Power Point
 - b. Use primarily for visuals, quotes, core concepts, not a visual outline
 - c. Power Point is not the Presentation
- D. Technical issues with Instructional Resources
 - 1. Familiarize oneself with technology in classroom prior to class
 - 2. Consider how students might use technology in learning experience
- E. Copyright considerations for use of published material
 - 1. Fair Use
 - 2. Movies and video
 - 3. Citation of written material

VIII. EVALUATION TECHNIQUES

At the conclusion of this training block, the learner will be able to describe the methods used in the Regular Basic Course to evaluate learning.

- A. Preparation and presentation of testing
- B. Scenario testing
- C. POST Basic Course testing-mid-term and final
- D. Remediation procedures
- E. Role of academy coordinators and instructors regarding test procedures and test security.

IX. BASIC COURSE INSTRUCTIONAL SYSTEM

At the conclusion of this training block, the learner should be able to describe orally or in writing the POST Regular Basic Course Instructional System and regulations regarding instructor development training.

- A. POST Commission Authority
 - 1. Penal Codes
 - a. 13500 P.C.
 - b. 23503 P.C.
 - c. 13510 P.C.
 - d. 13510 P.C.
 - 2. POST Regulations
 - a. Reg. 1071 (Revised May 2005)
 - b. Reg. 1083 (Revised May 2005)

- B. POST Academy Certification Process
 - 1. Every three-years
 - a. Current TTS requirements are met
 - b. Current ECO's on file
 - c. Current instructor resumes on file
 - d. AICC records are on file

- C. Basic Course Management Guide
 - 1. Guide for academy operations (Director/Coordinator)
 - 2. Basic Course regulations
 - 3. Best practices

- D. Basic training mission
 - 1. Prepare students mentally, morally, emotionally and physically to successfully complete a field training program or related advanced training program subsequent to graduation from the Regular Basic Course.
 - 2. Ensure students demonstrate the core competencies to successfully complete the RBC
 - 3. Development of problem solving skills

- E. Academy policy development
 - 1. Alignment to POST regulations
 - 2. Alignment to agency regulations
 - 3. Alignment to college regulations
 - 4. Safety - General Guidance from POST
 - 5. Academy requirements

- F. The Learning Domain system
 - 1. Learning need
 - 2. Learning objectives
 - 3. Educational Objectives
 - 4. Minimum hourly requirements
 - 5. Learning activities, both required and optional
 - 6. Testing (written, scenario and exercise)
 - 7. Training and testing specifications

- G. Delivery formats
 - 1. One part instructional sequence (intensive and extended)
 - 2. Modular Basic Academy Training (I–III)

- H. The Instructor's Guide to Learning Activities (IGLA) and use as a resource to the basic curriculum.

- 1. Provides a library of learning activities that offer structure for facilitators

to engaged students in practicing the skills and knowledge they will later be required to use as peace officers and public safety dispatchers

2. Contains activities for every Basic Academy Learning Domain interwoven
with concepts from other learning domains along with cornerstone concepts of leadership, ethics, and community policing.
3. Supported by learning objectives that are anchored in Bloom's Taxonomy
4. Consistent with the principles and concepts of critical thinking

X. POST ACADEMY WORKBOOK SERIES

At the conclusion of this training block, the student will demonstrate an understanding of the POST academy workbook series. Students will realize that primary instructional material is not based on the Student Workbooks. The workbooks are intended only as a student study guide. POST Regulations require that the POST TTS must be the primary source of lesson planning and instructional material. The POST TTS outlines all of the course content that must be delivered (PAM – D-1-3 and §1052(e)). Therefore, instructional material is to be facilitated consistent with the POST TTS coupled with the learning needs of the student.

A. The Instructor's Lesson Plan will be (primarily) developed from the POST TTS, but can incorporate concepts from the Student Workbook and related sources to ensure instruction is consistent with the learning objectives and testing standards established for the basic course.

B. The student workbook is recommended for pre-course study guide work by students and as an instructional aide in the learning environment.

C. Testing

1. Understand relationship between student workbooks, POST TTS, and testing standards.
2. Understand POST and academy standards for test remediation

XI. WRITTEN, ORAL AND/OR DEMONSTRATION ASSESSMENT (COMPETENCY VERIFICATION CHECKLIST)

At the conclusion of this training block, the student will be able to demonstrate proficiency in the use of appropriate presentation skills and related competencies by delivering a segment of training to the class or sub-group of the class in a manner consistent with Adult Learning, Instructional Systems Design, lesson planning and through the use of appropriate delivery strategies.

- A. The instructional segment should be drawn from actual or intended teaching in the academy or in-service training environment
- B. Minimum requirements for the demonstration of competency are:
 - 1. The student will develop instructional goals and anticipated outcomes for their training block
 - 2. The segment will allow the student to demonstrate their knowledge of the subject being taught, their creativity in developing and presenting content to adult learners
 - 3. The instructional segment will actively involve the learner in the teaching environment
- C. This demonstration of proficiency fulfills “Competency Verification component of POST Regulation 1083 regarding the training of instructors in the POST Academy Instructor Certificate Course (AICC). For those instructors, the “Competency Verification” form will be completed by the course instructor once the demonstration of competency has been presented in a satisfactory manner.

XII. REVIEW AND EVALUATION OF CLASS

- A. Conclusion of Course
 - 1. Opportunity for review
 - 2. Referral to continued sources of learning (IDI, Extranet, POST Learning Portal.
 - 3. Voluntary submission of course evaluations on the POST website

- B. Course Verification
 - 1. Course certificates
 - 2. POST Competency Verification Checklist

POST ACADEMY INSTRUCTOR CERTIFICATION COURSE

OVERVIEW

The foundation of this course is to ensure compliance with POST 1082 regulations, the Academy Instructor Certificate program (AICP) and the training requirements of Academy Basic Course instructors. This course has been generalized to reflect the fact that academy and in-service instructors may attend the same training sessions for different purposes. The Academy Instructor Certification Course (AICC) is based on principles of student-centered adult learning and sound instructional systems design. The purpose of this course is to ensure that peace officers are prepared for the rigors of the policing profession.

The AICC (and those courses intended to meet equivalency criteria articulated in Academy Instructor Certificate Program and POST Regulation) is intended to equip instructors with the skills, competencies and knowledge necessary to deliver training for recruits and peace officers in a manner that emphasizes the retention and application of knowledge consistent with the goals and mission of policing. Finally, the AICC satisfies the goal of preparing Basic Course instructors with the tools necessary to instruct within the Basic Course Instructional System.

Basic Course Instructor Needs and Mandates

As a result of significant changes approved by the POST Commission in 2005, the Basic Course is moving its teaching methodology to that which:

- Places the responsibility for learning on the student,
- Modifies and expands the instructor's role to that of facilitator of an adult learning environment,
- Provides students with a variety of teaching methodologies and opportunities to acquire knowledge and demonstrate competencies necessary for success in field training and beyond.

The core competencies acquired in this course, therefore, will require instructors to demonstrate their ability to lead an educational and training environment consistent with these goals.

Instructional Goals for Basic Course Instructors

A primary goal of the Academy Instructor Certificate Course (AICC) is to comply with the requirements of the minimum standards for Regular Basic Course (RBC) instructors detailed in POST Regulations 1071, 1082(d) and 1083, including:

A. The requirement for all RBC instructors appointed on or after March 1, 2008 to complete an AICC or Academy Instructor Development Course (AIDC) no later than March 1, 2011 prior to instructing any component of a RBC.

B. Delivering an AICC that satisfies the minimum course requirements as specified in Regulation 1082 with the following eleven mandatory components included:

1. Basic Course Instructional System
2. Roles and Responsibilities of Law Enforcement Training Instructors
3. Adult Learning Concepts
4. Lesson Planning
5. Presentation Skills
6. Facilitation Skills
7. Use of Learning Resources and Training Aids
8. Evaluation Techniques
9. Legal Issues
10. Safety Protocols
11. Written, oral and/or Demonstration Assessment (competency checklist required for AICC)

verification

A Note Regarding In-Service Instructors

Presently there is no existing mandate for in-service instructors to complete the AICC or equivalent course. POST strongly encourages those trainers to engage in a training that enhances their skills and abilities deliver content in a manner that is consistent with student-centered adult learning.

Regulation 1082 requires course content dealing with the Basic Course Instructional System and academy-specific training responsibilities. The AICC's academy-specific modules satisfy that requirement. It is not required for those intending to solely teach in-service training; however, non-academy instructor-trainees are encouraged to complete those modules in this training setting to ensure they have fulfilled the requirements of Regulation 1082 should they elect to instruct in an academy in the future.

INSTRUCTOR CORE COMPETENCIES

At the conclusion of training in the Academy Instructor Certificate Course, instructors will demonstrate the following minimum core competencies:

Knowledge of the roles and responsibilities of instructors in the Basic Academy using the **Regular Basic Course Instructional System** including:

- Training mandates
- Training specifications
- Methods for delivering instruction
- Facilitation of the student-centered learning environment
- Procedures for testing, testing security, evaluation and remediation

Knowledge of the **roles and responsibilities of law enforcement training instructors** who train peace officers in a POST-certified course or comparable training that pertains to expertise, ethics, efficacy, and creating a safe student-centered learning environment.

The application of **adult learning concepts** and principles in an educational setting.

Effective **lesson planning**, including the integration and use of appropriate instructional methodologies and learning activities to reinforce instruction and to allow students to reflect and retain necessary knowledge

Presentation skills that include a variety of instructional techniques such as presence, time management, preparation, effective and appropriate language and the use of multiple-modality tools.

Facilitation skills that include a commitment to orchestrating training in a manner that will enhance the learner's retention.

A variety of instructor and student **learning resources and training aids such as PowerPoint, Instructor Guide to Learning Activities (IGLA), website resources, etc.**

Evaluation that integrates course curriculum and lesson plan with POST Training and Testing Specifications to ensure appropriate evaluation and testing of learning. This competency also includes remediation opportunities consistent with POST and academy standards as well as test security procedures.

Legal Issues that recognize the importance of the Regular Basic Course training mission and the instructor's roles and responsibilities, including:

- The Faculty/Staff code of conduct
- Rules, regulations and procedures to mitigate exposure to civil liability in an academy setting

Safety Protocols including maintaining a safety consciousness, recognizing and mitigating risks and adhering safety guidelines.

POST ACADEMY INSTRUCTOR CERTIFICATION COURSE

EXPANDED COURSE OUTLINE

The purpose of Academy Instructor Certification Course (AICC) is to prepare instructors to train peace officers and recruits in active, rather than passive learning environment. The AICC instructor will lead a learning process where students will not only pass tests and memorize facts, but be able to retain and apply that knowledge once beyond the confines of the classroom. As a result of the POST Commission's approval of significant changes to the Basic Course, instructors must be competent in not only the traditional lecture didactic dialogue and test preparation, but will be required to facilitate a learning environment that is student-centered and focused on the use of multiple styles of presenting concepts. POST has determined this teaching methodology is the most effective manner for all in-service certified training; therefore, the competencies of the academy instructor must also be present in any instructor for every course taught.

The AICC outline is presented in a 40-hour format. Previously, the AICC expanded course outline consisted of 24 hours of instruction, usually accompanied by 16 hours of student presentations to comply with the Academy Instructor Certificate Program (AICP) requirements. Emerging protocols* to condense formal student teaching allows the presenter to either expand instructional segments or shorten the course once all outcomes have been met. The full AICC, including a competency verification (student teaching) block, should not exceed 40 hours of total instructional time unless local requirements or preferences dictate lengthening the course.

* (Note- active learning presentations conducted by students in smaller concurrent groups may allow course presenters to use less time to complete the "teach-back" component of training)

