MARYLAND POLICE AND CORRECTIONAL TRAINING COMMISSION LESSON PLAN

COURSE TITLE: Ethical Policing Is Courageous (EPIC)

LESSON TITLE: Introduction to Ethical Policing Is Courageous (EPIC)

PREPARED BY: Baltimore Police Department E&T DATE: 11/10/2020

Adapted from New Orleans Police Department training materials

PARAMETERS

Hours: 8 hours Audience: In-service members of all ranks

Day/Time: Various Number: 36

Space: Classroom

PERFORMANCE OBJECTIVES

Following eight (8) hours of instruction:

- 1. Learners will be able to explain the science of active bystandership
- 2. Learners will be able to demonstrate how to effectively give and receive peer intervention.
- 3. Learners will be able to list and explain four reasons why a peer intervention program is helpful for their personal and professional lives and how it can build trust with the community.
- 4. Learners will be able to practice in live scenario/role play activities how to properly intervene in a possible misconduct situation by using a learned EPIC strategy.

ASSESSMENT TECHNIQUE

- 1. Facilitated classroom discussion
- 2. Small group discussion
- 3. Scenarios/role play activities

INSTRUCTOR MATERIALS

1 PowerPoint Set of Slides

EQUIPMENT/SUPPLIES NEEDED

- 1 Computer with internet access
- 1 Projector
- 6 Chart Paper
- 36 Set of Agree/Disagree Signs (Attachment B)
- 36 Sets of Inhibitor Cards and Description Cards for Inhibitor Activity (Attachment D) Binders for scenarios, signs, etc. for each table Markers

STUDENT HANDOUTS

1 Title: Role-play scenario

METHODS/TECHNIQUES

Lecture/PowerPoint Discussion Scenario/Role Play

REFERENCES

NOPD Epic Training Materials: http://epic.nola.gov/home/

https://www.samhsa.gov/sites/default/files/dtac/supplementalresearchbulletin-firstresponders-may2018.pdf

https://www.samhsa.gov/sites/default/files/dtac/dialogue-vol14-is1_final_051718.pdf

https://www.cabrillo.edu/services/jobs/pdfs/giving-feedback.pdf

GENERAL COMMENTS

No firearms during interactive role-play training.

LESSON PLAN

TITLE: EPIC

PRESENTATION GUIDE

I. Introduction

Ethical Policing Is Courageous (EPIC) is a peer intervention program that teaches officers how to intervene to stop a wrongful action or mistakes before they occur. EPIC encourages active participation in the conduct and well-being of our coworkers for the benefit of everyone in our department and our community. EPIC is based heavily in the history and science of active bystandership and supported by years of research in other demanding fields.

Over the course of this class, you will learn about the power bystanders have to help a situation, and how to recognize and overcome the inhibitors or barriers to intervening, and the Department's commitment to supporting active bystandership throughout all commands and units.

Fundamentally, EPIC is an officer wellness program and a safety program. Yes, it may involve intervention on a colleague who is committing misconduct, but the purpose is to prevent misconduct from occurring or to mitigate its severity when it does occur. As a reminder, misconduct is defined as an action, inaction, and/or failure to act committed by any member of BPD, that violates BPD policy, or the law. We're here today to help each other avoid misconduct and really any kind of mistake. In doing so, EPIC is not only helpful for officers' personal and professional lives but it is essential to building trust with the community.

Think of peer intervention as an all-around protection against mistakes and misconduct, and a way to look out for each other's mental health and general wellness. It is

TRAINER NOTES

Introduction: 15 minutes

Slide 1:



Play next slide then move on to what to say on the left.

It's important to establish legitimacy of the program and buyin of the participants. Prior to the beginning of class, facilitators should think of a personal experience of an EPIC moment they encountered and share during the introduction.

* Once facilitators are identified, we will go through examples being used prior to the start date of the training.* all about being courageous by making difficult decisions, and taking the difficult course at times, to do what's right to uphold the law and policy, to preserve someone's career, or even to save the life of a community member or officer. The potential outcomes of peer intervention are that profound. We know because we've all seen the consequences of a failure to intervene.

What you will learn today is how EPIC authorizes and empowers us to intervene in our coworkers' lives; it teaches us how to successfully intervene, and it protects us when we do intervene.

Those who helped to develop this program were members of E&T, Health & Wellness, rank-and-file officers from all commands in the department, including Patrol and CID, and community partners. This is a program for all of us. Officers, supervisors, civilian staff, and commanders alike. It is not an IA program or part of the disciplinary process. However, you will learn about how EPIC can help prevent misconduct and mitigate disciplinary action. We are all responsible for each other. Our responsibility to protect and serve applies to our fellow officers as well. EPIC educates, empowers, and supports the officers on the streets to play a meaningful role in holding each other accountable – and helping each other – regardless of rank. EPIC is also an opportunity for the men and women of the BPD to proactively define for themselves how the department is going to be perceived by the people we serve. We have the power to help each other avoid problems – but we need to act with courage.

ASK: Can anyone think of a recent situation in the United States where an EPIC moment could have taken place to stop a wrongful action that occurred?

II. ANTICIPATORY SET

Why EPIC?

ASK: What happened with the George Floyd incident? What didn't happen? What was the impact of the killing?

ASK: Who is in the second picture? What happened to

him? And when?

Expected answer: Minneapolis PD situation. Once answers are given show next slide.

Slide 2:

WHY EPIC?



Answer 1:

- Senseless loss of life
- Tremendous damage to policing profession and public trust.
- Termination for individual officers
- Members of the Minneapolis
 City Council have called for the
 dissolution and rebuilding of its
 police department, which may
 cause some officers who were
 not involved in George Floyd's
 death to lose their jobs
- Crime has skyrocketed and protests against the police are ongoing, causing officers to sacrifice time with their families and experience increased stress
- Arrest for all Minneapolis officers on scene

Click to go to second picture in slide.

For those who have not seen the video, here is a small clip of the incident from 1991 – almost 30 years ago.

These two incidents represent how the failure to intervene has been damaging our profession for a long time – far too long. As exemplified by these two incidents, police wrongdoing *anywhere* leads to a loss of trust in police *everywhere*. We, though, can help protect the reputation of policing, while also protecting the well-being of our colleagues and the community, by looking out for each other. We have the power to prevent mistakes, misconduct, and major tragedies such as these. That's why we are here today.

ASK: What else do these two cases have in common?

ASK: Could bias have been a factor in the treatment of both individuals in these cases?

BPD Peer Intervention

We know that officers have intervened in the past to prevent problems, but we also know that officers don't intervene every time they should – and the consequences can be profound and tragic. Everyone in this room knows how the GTTF scandal and other scandals continue to hurt us and impact us to this day. While situations like the GTTF scandal may seem extreme, those situations often start small. And so, it is really important for us to prevent small misdeeds before they become larger problems. Ultimately, we cannot afford to continue missing these opportunities to intervene – for ourselves, for our partners, for our community, for our department, for our profession. EPIC calls for all of us to intervene whenever possible for everyone's benefit. This training is about helping our officers intervene and receive intervention - to better serve and protect each other and our community.

Answer 2:

1991 Rodney King incident *Trainees may not know the incident, may have to explain in further detail

Slide 3:



URL:

https://www.youtube.com/watch?v =sdktDOeG2VI

Expected answer:

The officers were Caucasian while the person in custody was African American.

Expected Answer:

Yes

Read BPD Peer intervention, then play video on slide 4

And as you'll learn, peer intervention and helping is contagious; the more we step in to help each other, the safer we will all become.

Now, let's watch an example of BPD peer intervention in action and discuss how we can help each other in tough situations.

ASK: What did you see happen here?

ASK: What was going on and what was effective?

Slide 4:



Expected answer: The officer was arguing with the suspect. The Suspect was egging the officer on to "drag" him and the officer was getting closer and closer to the suspect. The Lt. told him to step away but that did not work so another officer came in and put his hand on the officer's shoulder causing him to back up and put his hands in the air and let other officers take over. Clear and effective intervention

Expected answer: The officer was arguing with the youth and was getting agitated. Because he was arguing he did not hear the command from his Lt. to calm down. Another officer used the effective technique of touching him on the shoulder and leading him away from the situation to diffuse the moment.

Be sure to emphasize: this peer intervention was subtle. Subtlety in intervention can increase the chances the intervention is well received. Peer intervention does not need to be a big show. It's about helping our officers out of tough situations, and subtle, simple interventions like this can effectively resolve situations for everyone involved. While some situations will require more obvious actions, it's important we all recognize that effective interventions can be subtle.

How can EPIC help?

I have a guess of what some of you might be thinking — you may be saying to yourself "we already do this." But we all know of instances in our Department — distant and recent — where someone could have stepped in to prevent a problem. But no one did, and we've all suffered as a result.

To be honest, sometimes we don't recognize moments where we could have stepped in or don't think we have the power to change situations we do recognize as problematic. Today is about helping recognize those moments and intervening for everyone's benefit. One thing that we want to acknowledge is that our brains are wired to remember the times that we did something good (in this case, to intervene), and to forget the times when we could have intervened and didn't. This is because when we do something positive, it makes us feel good and that positive emotion acts as a highlighter to make that experience more memorable. So, not to imply that you all haven't done this already, but an important part of active bystandership and intervention is to learn and practice the skills, in order to build a "muscle memory" for intervening. It's a skill we need to

Slide 5:



practice regularly so that we all feel comfortable both performing and receiving interventions.

As you are well aware, police officers encounter complicated situations that may require peer intervention, and we need to be prepared to answer the question, "Should I step in here?" and, if so, how? We need to be ready to quickly assess the situation and do what it takes to achieve a safe outcome. Practicing intervention helps us not hesitate when that crucial decision needs to be made.

What is EPIC?

EPIC is a peer intervention program that is based in social science (which we will look at throughout this course). The program teaches officers how to intervene successfully regardless of rank. This means command staff will be taking this course along with officers, and commanders will be expected to accept a peer intervention from someone of any rank. All sworn members will be expected to intervene if needed. Protection is provided through EPIC for those who intervene and is outlined in policies 1729, which is now called "Anti-Retaliation" and a new policy 319, called "Duty to Intervene."

EPIC is, EPIC is not

Here's the key. EPIC is not a PIB program, not a discipline program, not a mediation program, not a "rat" program. EPIC was designed specifically to avoid these scenarios. EPIC is part of police work! EPIC is about protecting and serving our fellow officers and community from trouble by actively intervening to prevent problems before they happen. It's about representing our calling, our oath, the right way, every day.

EPIC is a win-win

EPIC does not only result in better outcomes for our colleagues, as we've indicated, by preventing problems that could result in devastating outcomes, but it also

Slide 6:

WHAT IS EPIC?

- Peer intervention program
- Based in social science
- Teaches officers how to intervene successfully regardless of rank
- Establishes protections for officers who intervene

Slide 7:

EPIC IS ABOUT:

- Officer wellness
- Safety and tactics

EPIC IS NOT:



Slide 8:

helps improve community outcomes.

Think about it - if we help to prevent physical and/or emotional injury to members of the public, we show the community that we care, which goes a long way in building community trust. This trust is essential to becoming a more effective police department. As you've been hearing throughout our updated policies and trainings in recent years – we have to break down the "Us vs. Them" mentality. We are Baltimore City Police Officers, which makes us an important part of the Baltimore City community. Thus, when we do something that hurts the community, it hurts all of us. When we do something that helps the community, though, it lets people know that they can trust us, and that we are a department working to do what's right. This display of awareness, humanity and integrity can help to slowly chip away at the years of mistrust that some folks have been feeling against the Department. In sum, EPIC helps us help each other and become more effective in serving our community.

EPIC PERFORMANCE OBJECTIVES

Following eight (8) hours of instruction:

- 1. Learners will be able to explain the power of bystanders, the inhibitors to active bystandership, and how to overcome those inhibitors to help all involved.
- 2. Learners will be able to demonstrate how to effectively give and receive peer intervention.
- 3. Learners will be able to list and explain four reasons why a peer intervention program is helpful for their personal and professional lives and how it can build trust with the community.
- 4. Learners will be able to practice in live scenario/role play activities how to properly intervene in a possible misconduct situation by using a learned EPIC strategy.

EPIC IS A WIN-WIN

Win 1: BETTER FOR COLLEAGUES

Prevent misconduct that could lead to devastating results

Win 2: BETTER FOR COMMUNITY

- *Intervention prevents physical & emotional injury to members of the public
- Shows that we care, thus building trust.
- ■Improved community trust = improved BPD.

Slide 9:

EPIC PERFORMANCE OBJECTIVES

- Be able to explain the power of bystanders, the inhibit to active bystandership, and how to overcome those inhibitors to help all involved.
- 2. Demonstrate how to effectively give and receive peer intervention.
- Be able to list and explain four reasons why a peer intervention program is helpful for their personal and professional lives and how it can build trust with the community.
- Be able to practice in live scenario/role play activities how to properly intervene a possible misconduct situation by using a learned EPIC strategy.

II. INSTRUCTIONAL INPUT (CONTENT)

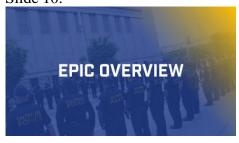
PART I: EPIC OVERVIEW

Round Table Discussion

In order to get a sense of the EPIC program, you will be working in small groups to discuss various topics surrounding EPIC. Our hope is that at the end of the discussion, you can identify the potential of EPIC for the BPD.

At each of the five stations, you will find information and a discussion question. Use this question to guide your discussion. Assign one person from the group to record your responses on the paper at each station. You will have five minutes per station and then will be asked to rotate to the next station. A facilitator will collect the response from each group prior to the rotation. At the end, we will come back as a class to discuss your findings.

Slide 10:



Discussion Directions: 2 minutes Discussion Time: 33 minutes

Slide 11:

ROUND TABLE DISCUSSION

- At each station, you will find information and a discussion question.
- 2. Use the question to guide your discussion.
- 3. Assign one person to record your responses.
- 4. You will have 3 minutes per station before rotating to the next station.

Refer to Attachment A to review the discussion topics (5) that will be assigned to each group.

Assign one topic to each table/station with a mind map on the table. Have each group add 2 items to the mind map based on the station information. After three minutes, instruct the students to rotate to the next station and repeat at each table.

While the students are working in groups, walk around the classroom to answer any questions and help engage the groups in discussion.

After the groups have gone to each station, the students should be back

to their original seats. Put the mind maps on the wall and facilitators will briefly go through some of the responses with some discussion around a few responses in 5 minutes. **Recap:10 minutes** Slide 12: RECAP How can EPIC help the Baltimore Police Department? Recap • What challenges do we face in We are now going to do a group activity to recap. = implementing this program? 1: Expected responses • Prevent misconduct and mistakes Save officers' careers and lives by preventing misconduct • *Improve community* relationships. Preserve and build trust. **ASK 1: How can EPIC help the BPD?** • Support officer wellness and wellbeing • *Protect officers and the* community from excessive force situations. • *Help members follow policy* and training • Become better officers and a better police department

NOTE: The facilitator may need

ASK 2: What challenges do we face in implementing this program?

Chain of Command

During the discussion at your tables, many of you mentioned that getting everyone, including leadership, on the same page may be a challenge. It is important for us to reinforce here that all BPD officers are obligated to intervene, even if that means intervening with someone higher in the chain of command. This also includes members in the academy or field training.

The supervisors and commanders in this video represent command's commitment to EPIC and the need to receive peer intervention from a member of any rank. They wanted to be included in this training because they want you to know it isn't lip service. They, too, are accountable to every other member of this agency. Again, EPIC is rank neutral and therefore anyone can intervene in any given moment. For additional information please see a new BPD policy - Policy 319, Duty to Intervene, on PowerDMS.

to further explain for Entry-Level trainees, as necessary.

2: Expected responses

- Getting everyone on the same page, including leadership
- Lack of time and other resources
- Ego
- Going against the "norm" or what has been done for so long (organizational culture).
- Us vs. Them mentality
- Concerns EPIC will be another way to charge officers with misconduct

NOTE: The facilitator may need to further explain for Entry-Level trainees, as necessary.

Slide 13:

CHAIN OF COMMAND *EPIC interrupts the chain of command *We are obligated to intervene even if it's a superior

Slide 14:

BPD EPIC SUPERVISORS & COMMANDERS https://vimeo.com/newswatchtv/review/476685047/22c8c3229b Password: newswatch

Play video for students by clicking on the link.

https://vimeo.com/newswatchtv/revi

Intervening to help a superior can take courage. You joined this profession because of your courage to protect and serve, and that duty does not disappear when a superior is making a mistake. We have the power to step in, be courageous, and protect our superiors and the community we serve. The goal of the intervention is not to reprimand someone, nor to embarrass them. Instead, the goal is to protect them from negative consequences of the action they are about to take. Interventions should be done respectfully, regardless of rank. With EPIC, you have firm departmental support to intervene to protect your partners, your supervisors, your department, and your calling.

The Department highly values EPIC. As part of BPD's updates to the awards and commendations process, the Department is adding awards for peer intervention. Therefore, while there is no obligation to report a successful EPIC moment (which we'll discuss later), we encourage members to raise or nominate exemplary interventions by other members for departmental recognition of their important contributions toward BPD's improvement.

Reporting

• It's important for everyone here to understand something fundamental about the EPIC program – that EPIC **does not** change anything regarding reporting requirements. What exactly does that mean? It means that when misconduct occurs, we must report it; and when misconduct does not occur, there is nothing to report.

Remember, as we stated before, misconduct is defined as an action, inaction, and/or failure to act committed by any member of BPD that violates BPD policy, or the law.

Let's discuss a couple of examples.

ew/476685047/22c8c3229b

Enter the password "newswatch"

Slide 15:

REPORTING

- EPIC does not change reporting polic
 you must still report misconduct.
- EPIC was designed to help prevent incidents that would require reporting and discipline.
- When an officer who has committed misconduct accepts an intervention (and stops the offending behavior), the intervention may be a formal mitigating factor in any discipline.



* remind officers of Policy 319, duty to intervene, 322, sexual misconduct.

• As an example: Officer A hits a handcuffed subject and makes a move to kick the subject when Officer B reacts and stops him from kicking the subject. Put up just your pointer finger if you say he does need to report it, put up your whole hand if you think he does not need to report it.

Correct – he *does* report it because misconduct occurred.

• How about if Officer B really believes that Officer A is about to lose his cool with a subject, so he jumps in and offers to walk the subject to the car. Does Officer B report this? Pointer finger for yes, whole hand for no.

Correct – he *does not* need to report this.

As the slide states, if an officer does commit misconduct, but they then accept an intervention from a colleague, this may serve as a formal mitigating factor in any discipline that they face for the misconduct.

Also, while EPIC doesn't change any reporting requirements, keep in mind that if you receive an intervention, or if you witness a successful intervention and the intervened upon party is ok with it, you can always bring up positive peer interventions to supervisors. It's courageous to let someone who has done a successful intervention receive positive feedback from a supervisor, or even receive an award for their good work. We all have bad days, and we should recognize the officers who help us through them. •It may be difficult to determine when misconduct has occurred. But it is important to follow all of the guidelines, policies, and directives that you already follow. Larger things are obvious – if you see a coworker stealing money from a suspect, of course you will report that; if not, you'll go to jail with them. What's important is that we have a team of coworkers willing and ready to report misconduct when they see it, yet who also understand when a report is not needed for

an intervention that has taken place. If you have confusion regarding whether a situation involved misconduct, talk with your supervisor.

• We also acknowledge that concerns about retaliation may be one reason why people may not intervene on a colleague (we'll talk about this and many more "inhibitors" to peer intervention a bit later). We've recently updated Policy 1729, now called Anti-Retaliation, which strictly prohibits purposeful retaliation against or interference with a member who reports, assists the reporter, or seeks to report violations of law and/or Department policy, procedures or rules. BPD does not tolerate retaliation and is fully committed to the protection of officers who act upon their duty to intervene through active bystandership or peer intervention. We also have a new policy, mentioned earlier, called Duty to Intervene, which clarifies all officers' duty to intervene to prevent misconduct.

It's important for everyone to understand that BPD policy 319, Duty to Intervene, and policy 1729, Anti-Retaliation, prohibit retaliation against an officer for a good faith intervention. A good faith intervention may include instances when the intervention did not work and the misconduct may have still occurred. It also covers when an officer makes a misguided intervention in good faith. The receiving officer should accept the "misguided" intervention in the spirit of peer support and to understand that their peer may have made a mistake but was acting on the principles of EPIC.

Retaliation is Prohibited

To reiterate, BPD policy prohibits retaliation against an officer for a good faith intervention. This includes:

- No termination
- No discipline
- No transfer/reassignment
- No harassment

If you feel that you are being retaliated against, you can report it to your supervisor, another supervisor in your

Slide 16:

command, or directly to PIB or HR. Retaliation is taken very seriously, and supervisors are held accountable for providing a working atmosphere free from retaliation.

Collective Responsibility

Our profession, and the BPD, have taken a lot of hits because a small percentage of people have acted improperly and violated the trust we have built with the community. We all suffer the consequences in some way, and we all have an obligation to intervene, regardless of rank, to prevent this in the future. Not only do we have the obligation to intervene, as we've been discussing today, but just as important is that we have the obligation to accept an intervention from a colleague, regardless of their rank. Just think about that for a second. We must be ok with someone intervening to stop us from doing something wrong. When they intervene on us, they are doing so to help us avoid problems, to help us save our jobs, and to help us ultimately stay safe and be ok.

Both actively intervening and accepting intervention from others are fundamental to us being a more effective police department.

Legal Risks

Listen to this quote from O'Neill v. Krzeminski, a 1988 case in the U.S. Court of Appeals for the 2nd District.

"Police officers have an affirmative duty to intercede on behalf of a citizen whose constitutional rights are being violated in their presence by other officers."

This reasoning has been cited by multiple other cases, as recently as 2014.

Additionally, DOJ guidance states:

"An officer who purposefully allows a fellow officer to violate a victim's Constitutional rights may be prosecuted for failure to intervene to stop the

RETALIATION IS PROHIBITED

BPD policy prohibits retaliation against an officer for a good

No termination

No disciplin

No transfer/reassignment No harassment

No ostracizing, disparaging comments, impugning reputation

Supervisors are held accountable for providing a working atmosphere free from retaliation.

Slide 17:

COLLECTIVE RESPONSIBILITY

 EPIC involves each of us giving permission for an intervention

We are all responsible for the reputation of, and the public trust in the Baltimore Police Department.



* Emphasize that rank doesn't matter, in the case where an officer has to intervene when their supervisor, commander is the one causing the need for an intervention.

Slide 18:

Constitutional violation."

Both of these quotes point to the legal risks of not intervening.

Thus, in accordance with Policy 319, Duty to Intervene, you absolutely have a duty to intervene when you observe, or are aware of, an officer violating someone's rights. Every time you fail to intervene, you put yourself at risk of potential harm or jail time. **Is the discomfort around intervening ever worth that risk?** Intervening can prevent misconduct and thereby avoid the need to report the misconduct (that never occurred because of the intervention). This act of intervening can save a fellow officer's career. It can save your career.

10-minute break

PART II: ACTIVE BYSTANDERSHIP

Passive vs. Active Bystandership

Most people are passive bystanders in situations where someone needs to step in. Police officers, however, have volunteered to be active bystanders. EPIC helps us make sure we do this every single time.

LEGAL RISKS

O'Neill v. Krzeminsk

DOJ guidance



Put up quote slide to signal break. Slide 19:

"COURAGE IS THE MOST IMPORTANT
OF ALL THE VIRTUES BECAUSE
WITHOUT COURAGE, YOU CAN'T
PRACTICE ANY OTHER VIRTUE
CONSISTENTLY."
—MAYA ANGELOU

Active Bystandership: 3 minutes Slide 20:

Passive bystanders assume someone else will act, especially when there are many potential actors. This can be caused by many other factors as well. Such as cowardice, fear of retribution, or failure to recognize trouble ahead.

Active bystanders step forward, speak up, and take action.

Active bystandership can be taught by training individuals to recognize when they are bystanders, analyze the situation, evaluate the consequences for everyone involved, and take action.

Agree/Disagree Activity

At each table, you will see signs labeled strongly agree, agree, disagree, and strongly disagree. In a minute, you will be given a series of statements. After each statement is read, you should hold up which feeling most resonates with your table. The statements are opinion based, and there is no right or wrong answer. Please discuss as quietly as possible and pick quickly.

- 1. People will sometimes choose not to intervene in a situation because they're just "doing what they're told."
- 2. I feel confident intervening in a situation that I find unethical.
- 3. People will fail to take action because they assume someone else will act.
- 4. A police force that does not intervene to prevent misconduct can create mistrust in the community.
- 5. Loyalty is having someone's back no matter what.
- 6. When people see a coworker intent on doing the right thing, others are more likely to follow suit.
- 7. I have the courage to intervene to help my fellow officers and community.



Slide 21:



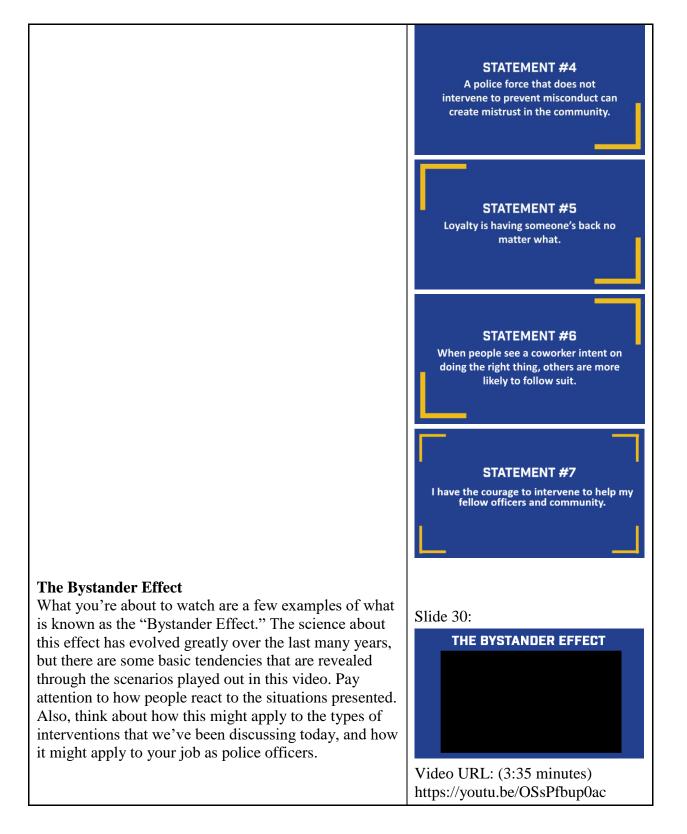
Active bystander examples: someone who witnesses harassment, bullying, unnecessary use of force, rude conduct, or other harmful or inappropriate behavior and chooses to intervene to stop the behavior and help the person or people affected regain composure or get away from the harmful situation

Agree/Disagree Activity: 20 minutes

Slide 22:



Find the agree/disagree statements in Attachment B. During COVID, each participant will have their own agree/disagree signs instead of sharing with the group. Take about two minutes to provide directions and answer any questions. Try to keep each statement to around three minutes. Once people have answered, ask one or two people why they have chosen that response. Be aware of time and keep the discussion focused to the statement only. Slides 23-29: STATEMENT #1 People will sometimes choose not to intervene in a situation because they're just "doing what they're told." STATEMENT #2 I feel confident intervening in a situation that I find unethical. STATEMENT #3 People will fail to take action because they assume someone else will act.



Video Discussion

On the board are three discussion questions for you to discuss in your small groups. Take about five minutes to discuss, then we will come back together as a class.

ASK 1: What were some of the lessons that we can draw from the scenarios and cases shown and discussed in the video?

All great answers. Also, studies have shown that not only is someone less likely to help if others are around who are not helping, but they show the opposite — that if the person is the only person around, they are more likely to step in than if there are several people around who are doing nothing.

ASK 2: How might these findings relate to the types of peer intervention and active bystandership that we're discussing today?

Video Discussion: 5 minutes Slide 31:

DISCUSSION OUESTIONS

- 1. What are the findings that can be drawn out of the examples shown in this video?
- 2. How might these findings relate to the types interventions that we're discussing today?
- 3. How can bystanders overcome the bystander effect to save the situation?

Provide five minutes for each group to discuss the questions provided. Then, come back together as a class and field some responses for the three questions.

1: Expected Responses

- When someone sees someone else not help, they tend not to
- There is a conflict between two natural tendencies – to help someone in need, and to follow along with what others are doing
- When others don't help, maybe makes it seem like the situation is less problematic
- When someone did move to help the person, others joined in to help.

2: Expected Responses

 When faced with something that is an emergency or seems wrong/off, people are less likely Another interesting thing to note is how bias likely played a role in how people reacted in this experiment and how others may react to similar situations in real life. There was a clear difference between how quickly people responded to the man who was dressed in a suit as opposed to in the other scenarios where the man and the woman were dressed casually. The people passing by likely didn't consciously decide to treat the people differently, but they did by ignoring the two people that they saw as different than them or even maybe less worthy of receiving their help.

ASK 3: How can bystanders overcome the bystander effect to save the situation?

- to act if surrounded by other people who aren't acting.
- If someone does step in, others might be more likely to join them.
- We may not act because we're not sure of the situation,
- We may not act because we assume that someone else will step in.

3: Expected Responses

- Don't count on others to intervene
- If not sure whether something is problematic or not, it's better to step in just in case. If it ends up not being a problem, you can just say that you weren't sure and wanted to ensure everything would be ok.
- Can get others to intervene with you.
- Remind yourself that as an officer, it's your job to intervene and help
- Practice the skills of intervening
- Overcome your own implicit bias. The overall appearance of the individual may have

different effects, but it is important to overcome this and treat everyone as an equal.

Just as the video explains, these barriers to intervening (called "inhibitors", which we're about to discuss indepth) are a part of normal human social dynamics. And though we are police officers, we are also human and are susceptible to these human tendencies as well. So, you can probably start seeing how the examples of active and passive bystandership in the video, and people's tendencies to do one or the other, can directly apply to us as police officers. We, as officers, may be reluctant to intervene in a situation for some of the same reasons discussed in the video (such as believing that someone else will step in, or feeling pressure to do nothing like everyone else), or, we may be more likely to intervene when other circumstances apply (such as others join in, or the situation is more obviously wrong).

ASK THE CLASS: Have you ever felt like you could or couldn't step into a situation you found to be uncomfortable? Would anyone like to share their experience? Please make sure you do not discuss any current cases under investigation or anything that could jeopardize a current case. Also, please don't mention any names.

Inhibitors

There are many reasons why we might be hesitant to step up or speak up in a situation that requires intervention. I'd like each small group to identify a situation where you see something happening that you think might not entirely be right. If someone in the group can pose a real example of something that they've experienced, without naming names, feel free to pose that situation. Once your group has a situation in mind, I want you to take 5 minutes to discuss what

Slide 32:

INHIBITORS

What factors might prevent you from taking action in potentially problematic situations?

After 5 minutes, have everyone reconvene. As groups give answers, write down the inhibitors they identify on the white board.

factors might prevent you from taking action in that situation. When we come back to the larger group, you will report out.

What are some of the inhibitors that you identified?

As you can see, many of the answers that you all came up with are answers that we have identified on this slide, though the terminology might be slightly different. Let's do an exercise to make sure that everyone really understands what each inhibitor actually means.

Each of you will receive two sets of cards (Attachment D) – one set is each inhibitor (yellow), and the other (blue) is a description of the inhibitors. I'd like each one of you to take 5 minutes to review each stack of cards and to match each inhibitor with the appropriate description of that inhibitor.

Is everyone done? Great. Ok, let's start with Pluralistic Ignorance. Who can tell us which is the correct description that matches the term Pluralistic Ignorance? *Once correct answer is identified*: Does anyone have another example of this, or does anyone want to try to explain this in other words?

Slide 33:



Give the class 5 minutes to make the matches.

Go through each term on the inhibitors slide and ask the same question – what is the correct description and can anyone provide another example or explain it in other words?

CORRECT ANSWERS:

• Pluralistic ignorance occurs when people do not show their feelings in public and their lack of reactions defines the situation as one in which no action is needed. For example, a majority of group members may reject someone's wrongful behavior, but go along with it because they assume, incorrectly, that most others accept it because no one is demonstrating concern.

- Bystanders can feel like "I think this is wrong, but no one else seems to, so they must think it's okay" when the others actually don't.
- Diffusion of responsibility is a sociopsychological phenomenon whereby a person is less likely to take responsibility for action or inaction when other bystanders or witnesses are present. E.g. "I'm sure someone else will intervene"
- **Ambiguity**: When bystanders are not sure help is needed, they are less likely to help. Someone becomes open to more than one interpretation of a situation, or they are unsure whether the situation is a misdeed or something bad. This could be similar to confusion about the situation or a fear of being wrong about the need for help; E.g. "Everything is fine. My partner can take care of him/herself. He/she will figure it out." and/or "What if I say something and I'm totally offbase?"
- Hesitance to cross boundaries, meaning concerns of crossing the boundary of rank and file in the department. E.g. "This guy outranks me. I can't embarrass him in front of everyone."
- Fear of Being Wrong –
 Individuals may be hesitant to
 act out of fear of failure or
 going out on a limb and
 appearing critical of a fellow

- officer publicly. E.g. "What if I'm totally misreading this situation? If I step in and do something wrong, I'm going to look really stupid. What will all these people think? What if I make things worse? What if I upset my partner by counteracting him publicly?"
- Absence of empathy/"us vs. them" mentality: Seeing someone as an "other" and devaluing them. Not looking at another individual as worthy of your care. This can arise out of an "us vs. them" mentality. E.g. "My partner isn't supposed to do that, but that guy deserves it. Why would I want to help someone like him?"
- Cost of helping: The bystander could fear becoming a target or bearing other negative consequences for helping. This includes fear of retaliation and isolation. E.g. "What if my partner decides not to have my back next time we're in a tough situation? What if he/she tells everyone else I'm a snitch? What if my sergeant has me transferred?"
- Retaliation: Fear that the bystander could be treated differently or suffer acts of revenge or intimidation as a result of having intervened on a colleague or superior. E.g., "What if they file a complaint against me or come after me for calling them out?"
- **Isolation** Fear that

intervening may lead to the bystander being ostracized by colleagues or labeled as a snitch or someone who isn't trustworthy or loyal. E.g., "If I intervene in this situation, will everyone think of me as someone they can't count on?"

• Lack of knowledge/skill: Not having enough experience intervening. E.g. "This isn't right, but I don't know what to do."

Slide 34:

PICKPOCKET CASE STUDY https://poulube/ws/upvchmqUo

URL:

https://youtu.be/waUpvckmqUo

Slide 35:

DISCUSSION What inhibitors were at play? What could the man have done? Which inhibitors were in play in the George Floyd incident?

Expected responses:

This EPIC training will help you navigate these inhibitors to become active bystanders, helping your fellow officers.

Bystander Effect: Pickpocket Case Study

Now that we have a foundational understanding of the inhibitors that can undermine intervening and helping,

let's watch another video and break down the situation and the inhibitors involved.

Obviously the man knew the pickpocketing was wrong, but he didn't do anything.

ASK: Why was that? What inhibitors are at play here? Hold up the inhibitor cards that you think applied in this situation.

- Overall this is a clear demonstration of the bystander effect with the presence of others shaping the situation and inhibiting helping based on the specific inhibitors below.
- Diffusion of responsibility: others are around but no one does anything. It can be natural to assume someone else in the group will step in to stop the wrongful action. Is he more likely to act if no one else is around?
- Pluralistic ignorance: Did you see the woman to his left who clearly saw the act but didn't show any response? That response by the woman and the man's resulting inaction is a result of pluralistic ignorance. He sees that other people see the wrongful action, but they don't react, and it inhibits his urge to act. The lack of reaction by others *defines* the situation for the man and made him less likely to act. This is what pluralistic ignorance means.

Expected response:

- Speaking up and simply saying, "excuse me" or "what are you doing?" would have drawn attention to the act, possibly ceased the pickpocketing, and engaged other bystanders in action.
- Looking directly at other bystanders and communicating nonverbally about the problem could have confirmed the issue and the need to act collectively.

ASK: What could the man have done?	Expected Answers: diffusion of responsibility, hesitance to cross boundaries, cost of helping, retaliation, fear of being wrong, absence of empathy. Slide 36: PEER INTERVENTION
ASK: Now looking back at an earlier example from today's lesson, which inhibitors do you think were in play in the George Floyd incident? Hold up the inhibitor cards for those that you think could have been at play.	
PART III: PEER INTERVENTION	Slide 37:

Peer Intervention

Training can help officers intervene successfully. We learn by doing. This includes training the officer to intervene when another officer may be in trouble, and training the officer to gain better self-awareness and foster self-regulation when in a highly stressful situation.

Not only do we need to know how to intervene with other officers, but also how to recognize when we may be headed down the wrong path ourselves, so we can practice self-intervention to control our own response, and receive a colleague's intervention.

Friends Don't Let Friends Drive Drunk

Peer intervention really works, and it does not only apply to policing. Does anyone recognize this ad?

Probably the most famous—peer intervention program is the "Friends Don't Let Friends Drive Drunk" campaign, which was launched by the American Ad Council in partnership with NHTSA (National Highway Traffic Safety Administration). Until 1983, messaging had focused on telling people not to drive drunk. This campaign was revolutionary in that it shifted the responsibility from the driver to the people around him who could stand up and say, "Hey, you've had too much to drink. You're not going to drive yourself home."

Since the campaign launched, the Ad Council says that more than 68% of Americans report that they have tried to prevent someone from driving after drinking.

NHTSA says that drunk driving deaths have fallen by a third since the 1980s (although more than 10,000 people in the U.S. die each year in drunk-driving crashes).

The "Friends Don't Let Friends Drive Drunk



Campaign" shows us that people want to do the right thing. To do so they need two things: 1) the motivation to intervene despite inhibitors, which can be very powerful; and 2) the skills to intervene effectively.

The success of this program relies on the idea of collective responsibility and peer intervention. Peer intervention training has been effectively applied in other fields – surgical teams have learned to avoid patient injury by making sure nurses and techs speak up, air travel is safer because co-pilots speak up, among other fields. Anyone can step up and do the right thing at any time, and in any arena. In the profession of policing, though, we can see how passive bystandership can have profound and tragic impacts. Because of this, we're going to teach you specifically **how** we can implement peer intervention in policing to avoid these negative consequences of passive bystandership and how to make EPIC contagious throughout the Department to help all of us.

When to Intervene

It's our individual and collective responsibility to speak up and act to make sure we're all staying safe and doing our job to the best of our ability and consistent with the oath and values we pledge to uphold. Remember, this not only prevents misconduct on the part of the officer(s), it also prevents harm to those with whom the officers are interacting and increases community trust.

ASK: When do we need to intervene? Can some of you give some examples?

Those are some good responses. Many of you were on point. We intervene when we see...

Slide 38:

WHEN TO INTERVENE

When do we need to intervene?

Slide 39:

WHEN TO INTERVENE

- WE INTERVENE WHEN WE SEE:
- Actions that would discredit the Department
- 4. A situation escalating that could lead to
- 5. Unsafe behavior and/or bad tactics
- 6. Cutting corners.
- 8. Not attempting to use the most effective



- Policy or law violations e.g., Getting into a car accident in a departmental vehicle and not reporting
- Actions that would discredit the Department e.g., blocking traffic/double-parking when a legal spot is available and/or not an emergency call for service.
- Encounters that are likely to end badly e.g., confrontation during a protest
- A situation escalating that could lead to excessive force – e.g., a colleague reacting poorly when an arrestee that does not want to stand or walk to a vehicle
- Unsafe behavior and/or bad tactics e.g., an incomplete or careless search of a suspect in custody. Putting oneself or others unnecessarily in harm's way.
- Cutting corners e.g., failing to conduct a threat assessment or pre-raid surveillance before serving a search and seizure warrant at a residence
- Signs of stress and/or mental health issues e.g. changes in personal appearance
- Not attempting to use the most effective / least intrusive response. e.g. stacking on small charges due to personal bias

How to Intervene

• Upon assessing a situation and recognizing the need for an intervention, you'll determine whether this situation is urgent (e.g., 'do I need to step in right now to stop something bad from happening'?), and then take action so that a problem doesn't occur or to avoid the situation from being worse than it already is. For example: you have a coworker beating someone in handcuffs. Can you wait and talk to them later? No, you have to de-escalate the situation in that moment and potentially separate them from the situation to prevent a problem from occurring.

Taking action in the moment, when needed, is the key to being an active bystander.

Slide 40:

HOW TO INTERVENE

WE INTERVENE BY:

- Assessing the situation.
- Recognizing the need for an intervention and assessing the urgency.
- Taking action don't just watch the problem continue.



Slide 41:

TAKING ACTION

- Being an active bystander means acting rather than watching.
 - Do not wait for misconduct to occur or get
 - Do not ignore signs and symptoms of a problem.
 Be vigilant and proactive.

Slide 42:

INTERVENTION TECHNIQUES

What intervention techniques are available to you?

Allow for a few people to answer.

- Don't stand back and watch
- Don't wait for misconduct to occur or get worse
- Don't ignore the symptoms of a problem
- Being vigilant and proactive is the best way to prevent issues from becoming problems.

Keys to an Effective Intervention

Active bystandership requires you to jump in as early as possible so you can handle it and act before it becomes a bigger problem.

ASK: What intervention techniques are available to you? For example, you're on a call and your partner is getting angry...what actions can you take in that moment to prevent problems from occurring?

Here is a list of ways to intervene, many of which you've already said.

Let's get into a few examples. **ASK**: Can anyone give an example of non-verbal signs that could cease the behavior?

10 minutes Slide 43:

INTERVENTION TECHNIQUES Nonverbal signs to cease behavior Pointing at the EPIC pin Verbal de-escalation; directives to stop behavior Subtle physical intervention; hand on shoulder, guiding away from situation Recruiting other bystanders to help intervene Diversion; "We need you over here/Sgt. needs you" Separating involved parties Calling in a supervisor or back up to support intervention Physically restraining the officer, if needed

Slowly review all content on the above slide out loud with the class.

Expected answers:

- A look to convey that the person should stop, is going too far, or needs to chill out
- Putting a hand up (like to signal stop)
- Nodding your head

Expected answers:

- Saying "I've got this"
- Saying something softly for just the person to hear, like "C'mon man." or "Keep it cool."
- Saying "slow it down."
- Saying "do you have a second?"

Expected answers:

- Tap on the shoulder or back
- Light tug on the arm or shirt

Expected answers:

Motion to another officer with

ASK: How about verbal de-escalation – what are some examples of how to do that? What would you actually say and how would you say it?

We're going to discuss verbal interventions in greater detail a bit later today.

ASK: What about subtle physical interventions? We've already got a hand on the shoulder and guiding someone away from the situation. Any other ideas?

ASK: Any examples of recruiting other bystanders to help intervene? What could you do or say to accomplish this?

Now think back to the BWC footage that we saw earlier today. **ASK**: Do you remember what techniques were used for the peer intervention that occurred?

Right. I'm not sure if anyone else noticed, but I wanted to point out something else about that intervention. Though we couldn't actually see the Lieutenant's face

your hand or head to indicate that they come over and help you.

- Say "come help me out here" to another officer
- Look at them with a look that indicates that you'd appreciate their assistance.

Expected answer:

- Hand on the shoulder
- Gently guiding the officer away

3 minutes Slide 44:

KEYS TO AN EFFECTIVE INTERVENTION

- Show that you care.
- Intervene the way that you would want to be intervened
 - Subtle techniques can often be very successful
- Recognize that other bystanders probably feel similarly.
 Recruit them to help/join you.
- Approach the person in a calm, nonjudgmental way.

because it was his BWC recording the event, it appears from the way that the Sergeant looks at him that the Lieutenant likely gave him a look or some other non-verbal cue to indicate that the Sergeant should come over and help. So, there were various techniques that we just discussed used in that moment.

Here are some other tips to being successful with your intervention by being effective and respectful. Show the person that you care. You can do this with your tone of voice or with your respectful approach. Also – the golden rule – intervene in the way that you would want someone to intervene on you. Don't be a jerk about it or rude. Subtlety, whenever possible, is often a very successful strategy. Again, remember how subtle the Sergeant's hand on the shoulder intervention was in the BWC footage from earlier? That was really effective.

Recruiting others to help out or join in can also be an effective strategy. You are likely not the only person present who feels uneasy about what's going on or what might happen, so get some help when possible. Recruiting other bystanders to act with you is an incredibly powerful tool in intervening. Lastly, remaining calm and nonjudgmental during your intervention conveys respect, care, and is more likely to end well.

Whatever intervention techniques you deploy, we need to stop the behavior, but we want to avoid humiliating the officer we're intervening on whenever possible. We need to act in ways that maximize the chances the intervention will be accepted.

ASK: At what point should someone use force to stop the officer from committing an act of misconduct?

When all other possible interventions or attempts to deescalate - like subtle physical actions, verbal interjections, diversions, getting help from others, etc - do not have an effect. Force should be a last resort, but if

Expected Answer:

that's your only tool left to prevent harm to a subject and/or other officers or to prevent serious consequences for the officer with whom you are intervening, you may have to use force.

STOP CASE STUDY 1 AFTER 16 SECONDS

Slide 45: 5 minutes

INTERVENTION CASE STUDY 1



URL:

https://www.youtube.com/watch?v =AYAaN_jKv4I

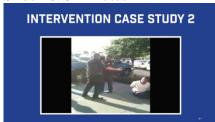
Expected Answer: Subtle physical action. Just moved

Now we are going to show two case studies. While watching these case studies, think about the type of EPIC action that was used to address these urgent situations.

ASK after first case study: What type of intervention technique was used? Explain.

the officer's leg in a better position. It's important to note that physical interventions like this one can use minimal force to redirect the other officer's behavior quickly and effectively. Subtlety can help increase the chances the intervention is well received.

Slide 46: 5 minutes



URL:

https://www.youtube.com/watch?v =4pnNjvWMFVM

Expected Answer: Physical intervention to separate the involved individuals. The officer forcibly moved the other officer away from the suspect.

Expected Answer: The continuous effort of verbally telling the officer to stop and physically standing between himself and the arrestee was noticeable. The eventual decision to intervene fully to conclude the problematic interaction.

Expected Answer: The attempted use of force to pull the officer off of the arrestee did not work well. The lack of conviction in the

middle of the incident to fully intervene also did not help. Eventually the officer fully intervenes but should have firmly separated the other officer earlier. Do not let an officer go on with excessive force. Intervene immediately. Answer: Notifying a supervisor regarding the misconduct that occurred. EPIC doesn't change the need to report the misconduct. **ASK** after second case study: What type of intervention While EPIC can help prevent technique was used? Explain. misconduct, in this instance misconduct occurred and eventually intervention concluded the incident. **ASK**: What did the intervening officer do well? The supervisor needs to have a conversation with the intervenedon officer about what happened and how to prevent such situations in the future. The supervisor needs to support the intervening officer. Put up quote slide to indicate break. **ASK**: What could he have done better? Slide 47: "THE ONLY THING NECESSARY FOR THE TRIUMPH OF EVIL IS FOR GOOD MEN TO DO NOTHING." -EDMUND BURKE Slide 48: 5 minutes **ASK**: What needs to happen next?

THE BENEFITS OF EPIC FOR OFFICER WELLNESS

Allow a minute for the class to discuss and then put up the slide to summarize potential answers. Expected answers to question:

- Fewer disciplinary issues
- Fewer officer grievances
- Improved health issues
- Decreased substance abuse
- Decreased stress

10 Minute Break

Slide 49:

WELLNESS BENEFITS ✓ Fewer disciplinary issues ✓ Fewer citizen complaints ✓ Fewer officer grievances ✓ Fewer lawsuits ✓ Reduced healthcare costs ✓ Less substance abuse ✓ Better retention

- ✓ Better recruitment
- vior and more stable officers

PART IV: THE BENEFITS OF ETHICAL POLICING FOR OFFICER WELLNESS

Wellness Benefits The failure to intervene, impacted by the inhibitors you just learned about, can affect officer wellness and whether we do our jobs the right way.

ASK "How do you think peer intervention can help improve officer wellness?"

Exactly. So being a healthy department has a myriad of benefits, aside from avoiding the consequences we just discussed, and is less likely to make mistakes or perpetrate misconduct. At the end of the day, we want our officers to be happy and healthy, and be more likely to stay on the job. As you are all aware, BPD has a great Officer Safety and Wellness program which promotes officer wellness through many strategies, most notably the availability of BHS 24/7. What you may not realize, though, is that EPIC also plays a huge part in officer wellness, and represents yet another prong to BPD's officer wellness approach. This is because EPIC helps officers both identify and address wellness concerns and problems before they go too far, and in preventing events that could contribute to further wellness stressors (e.g., misconduct that could result in IA investigations, and consequences that could range from a letter of reprimand to termination or even jail time for egregious

See if anyone will volunteer. Can try to call out a name or two to see if someone is willing to share. May be good to have a situation primed to share, if no one does. misconduct). Also, EPIC helps us officers recognize these concerns or stressors in ourselves – another important and vital part of the EPIC strategy. Therefore, the culture of ethical policing promotes enhanced officer wellness, and a culture of integrity and looking out for one another enhances job satisfaction and officer well-being.

EPIC contributes to our collective officer wellness and quality of life.

Police Wellness Concerns/Statistics

Now I'm going to ask a couple of questions to highlight some of the common wellness concerns that manifest in law enforcement officers and first responders. These may be issues that we see in ourselves and/or in our colleagues.

By a show of hands, who of you has known a BPD colleague (current of former) who has had an outburst of anger due to fatigue? Just raise your hand if you can think of someone. This could include yourself too. We all know this happens.

Is anyone willing to share a situation that you witnessed with a colleague, without naming names?

ASK the volunteer: Did you or others see any signs of this fatigue before the person erupted in anger?

ASK *if previous answer is YES*: Is there anything you or other officers could have done to help the fatigued officer?

ASK if previous answer is no: What might you be on the lookout for in your fellow officers regarding this moving forward? What would you do if you sensed a colleague was fatigued? We know fatigue can lead to

Slide 50:

A 2020 article stated that a study of nearly 5,000 officers found that 34% reported uncontrolled anger toward a member of the public due to fatigue.

mistakes and problems.

A 2020 article stated that a study of nearly 5,000 officers found that 34 percent of them reported uncontrolled anger toward a member of the public due to fatigue. That's over 1/3 of participants. You could see that not only is that really bad for the fatigued officer, but that could have really negative effects on the community's perception and trust of police. Fatigue is an all-too-common reality in policing, and it can hurt all of us.

ASK the class: Does this statistic surprise anyone?

Next question - by a show of hands, who of you has known a BPD colleague (current of former) who has suffered from behavioral health issues? These issues could include depression, anxiety, addiction, mood disorders, among other things. Once again, this can include you. Behavioral health is a topic we all need to take seriously and be supportive about, because the impacts are very real – as we all know.

Is anyone willing to share a situation that you witnessed with a colleague, without naming names?

ASK the volunteer: Did you or others see any signs of this person's changing behavioral health?

ASK *if previous answer is YES*: Is there anything you or other officers could have done to help the officer in need?

ASK if previous answer is no: What might you be on the lookout for in your fellow officers regarding this moving forward? What would you do if you sensed a colleague was fatigued? We know unaddressed behavioral health issues can lead to personal and professional problems.

Studies have shown that first responders are 10% more

Slide 51:

First responders are 10% more likely to develop behavioral health illnesses compared to the general population.

Slide 52:

Lifetime prevalence of suicidal ideation in police officers was 25% (women) and 23.1% (men).

Additionally, officers who reported burnout at work were 117% more likely to have suicidal thoughts.

Expected responses:

- Officers are more susceptible to wellness concerns due to stress of the job
- We need to be aware of these issues and be on the lookout for them in our fellow officers and ourselves

likely to develop behavioral health illnesses compared to the general population.

ASK the class: Does this statistic surprise anyone?

Lastly - by a show of hands, who of you has known a fellow police officer who has died by suicide?

Of those of you with your hands up, just nod either 'yes' or 'no' to answer whether or not you or someone else noticed any signs before that suicide.

I'm seeing several people nodding yes.

In a literature review, the lifetime prevalence of suicidal ideation (meaning, wanting to take your own life or thinking about suicide) was 25% in female officers and 23.1% in male officers. So ¼ of female officers and nearly ¼ of male officers. That is significant. Also, officers with burnout showed significantly greater suicide risk in another study. They found that officers who reported burnout at work were 117% more likely to have suicidal thoughts.

ASK the class: Do these statistics surprise anyone?

ASK: Can anyone remind us all why we're reviewing these wellness statistics? What role can we play for ourselves and others when facing wellness issues?

- We can play an active role by intervening when we notice a colleague struggling in order to avoid mistakes or misconduct
- We can contribute to keeping the department healthy by looking out for one another
- Higher morale when we take care of each other
- EPIC is an important way to bolster the wellness of other members

NOTE: For Entry-Level Trainees, questions may need to be adjusted...

- What do you think are the potential physical and mental risks that you may encounter when on the job?
- What are the potential onduty triggers that could set you or a coworker off?
- What barriers could stand in the way of wellness and intervention? Think back to jobs or schooling you have had in the past and times when a situation affected your ability to do your job.

Discussion: 10 minutes

Slide 53:



Provide each small group a piece of

chart paper and markers. Have them create three boxes on their paper and label them as seen on the left.

Provide participants with 10 minutes to fill out the chart with as many responses as they can come up with to the questions (post questions while groups are working for reference).

Slide 54:



While the groups are working, rotate around the room to answer questions and facilitate discussion within the small groups.

Discussion Questions: 10 minutes

Ask for student responses to the three questions posed. Possible responses are listed below:

Risks:

Great answers. While we've talked about signs that you may have noticed in a colleague around these issues, also remember that we can start identifying possible wellness strains or concerns on ourselves. Wellness

issues that are left unresolved, whether recognized in our colleagues or in ourselves, can result in misconduct and can worsen our wellness overall. It is as much our obligation to intervene when we note challenges that others are facing, as it is to seek help when we notice these challenges in ourselves.

Thanks to everyone for their participation in that activity.

Navigating Challenges to Wellness

On your chart paper, create three boxes and label them as follows.

 *** * * * * * * * * * * * * *		
Risks		
Triggers	Barriers	

- Physical danger and injuries resulting from incidents, including deadly encounters, gunshots, and other dangerous situations (P)
- Vehicle Accident (P)
- High-stress situations (M)
- Secondary trauma (P/M)
- Culture of toughness (M)
- Addiction (P/M)
- Desensitization (M)

Triggers:

- Disrespect (M)
- Hostile crowds (M)
- Being cursed at (M)
- Being spat on (P)
- Foot and vehicle pursuits (P)
 (note: vehicle pursuit preceded the Rodney King incident)
- Stress (M)
- Challenged authority (M)
- Performance pressures by supervisors/command (M)
- Certain call types that generate an emotional response (M)

Barriers:

- Culture of silence (M)
- Tough guy mentality (M)
- Peer Pressure (M)
- Us vs. Them Mentality (M)
- Not recognizing the issues (M)
- Not knowing how to deal with issues (M)

Expected answers:

- There are many different things that can impact our wellness as police officers.

In your small groups, you will fill out the chart with answers to these questions:

What physical and mental risks do we encounter on the job?

What on-duty triggers can set you or a coworker off? What barriers stand in the way of wellness and intervention?

** On your chart, please also indicate with a (P) or a (M) whether the item represents a *physical* risk/trigger/barrier or a *mental* risk/trigger/barrier.

Class Discussion

Now that everyone has had a chance to fill out your group's chart, let's talk about them together. As we discuss your findings, feel free to add any answers that you don't have already have to your chart.

- Lots of the factors are mental

Solutions and Discussion: 10 minutes

Slide 55:

CHART PAPER DISCUSSION

- Take a look at your chart and see if you can come up with any solutions to the problems you've recorded.
- Write your ideas on your chart.

Provide students with a fresh piece of chart paper. Give them about 10 minutes to come up with possible solutions to some of the challenges and barriers we face on the job.

Come back together as a class and discuss each group's findings. Some possible answers are below:

Triggers:

- Disrespect taking a deep breath, focusing on remaining calm and having a professional conversation. Use verbal deescalation. Only engage as productive interactions and don't prolong the interaction unnecessarily. Reminding yourself and others that any reaction is not worth the potential consequences of that reaction.
- Hostile crowds conversing

Risk/Triggers/Barriers Discussion

Take a look at your chart. Is there anything that you notice about what you all have come up with?

Now in your small groups, review your chart and see if you can come up with any solutions to the problems you've recorded. Write your ideas on the new chart paper provided.

with fellow officers ahead of time if possible, emphasizing the need to stay calm and professional; use de-escalation; separate combative parties if helpful; employ emergency peer intervention if a situation escalates

- Being spat on take a step back if you're the officer who was spat on; step in if you're a bystander officer and separate the community member and the officer. This requires urgent action to diffuse the situation.
- Foot pursuits Be mindful that pursuits can elevate emotions and that it's critical to keep your actions under control; assess whether the foot pursuit is necessary; exercise to be able to have endurance
- Stress Reaching out to Officer Safety & Wellness for support.
 Practicing meditation/breathing to reduce stress.
- Challenged authority guidance through conversations
- Performance pressures by supervisors/command – conversations with fellow officers, supervisors, and/or health and wellness

Other possible answers:

- Exercise
- Meditation/breathing
- Consulting with friends/family
- Seeking professional help
- Journaling

Slides 56:



Class Discussion

What possible solutions can tackle some of the challenges and barriers we face on the job?

There are a couple of interesting patterns that we can notice from this exercise. First off, many of the solutions are things that we can do for ourselves. While we have spent much of today discussing intervening with someone else, it's important to acknowledge that we can recognize challenges that we ourselves face and take actions to help mitigate these challenges.

Another interesting thing to note from this discussion is that since many of these challenges that we face are mental or emotional, as opposed to physical, we can overcome those by learning mental tactics and strategies. Though we've learned to think about tactical responses as physical, they can really be mental as well. Peer intervention and active bystandership are tactical responses. Any many of these responses can be engaged to help others, but also to help ourselves.

Select a group act out Scenario 2 and have the rest of the class answer questions about the scenario. Provide 5 minutes for preparation for group to act out.

Slides 57-58:

HAPPY HOUR THE SCENE: THE SET-UP: Officer Smith is clearly already over the legal limit and is still sitting at the bar. When Officer Jones is walking towards him, he sees that Officer Smith has his gun on his hip and it is not concealed. Put up quote slide to indicate break. Slide 59: "WE ARE AT OUR FINEST WHEN WE TAKE CARE OF EACH OTHER." -KATHERINE CENTER **BHS Wellness Program** Slide 60: Finally, as a very important reminder, BPD has a robust wellness program that provides free services for all BPD officers through Behavioral Health Services. It may be that in stepping up to address worrisome behavior in your colleague, you remind them about the availability of BHS 24/7. Also, members can always reach out to BPD's Peer Support Team. This is vital

information for all BPD members to have in their back pockets for when you see a fellow member having a rough time, or for when you yourself are experiencing challenging times.

Ultimately, when officers are looking out for each other and noticing issues that arise in their colleagues, we're doing a great deal of good by showing that officer that they are not alone, by helping them get the assistance that they may need, and by actively preventing a mistake or misconduct that could result in emotional outcomes such as stress, remorse, depressive episodes, and physical outcomes such as significant discipline or the end of their career and/or liberty in some cases. While this responsibility is enormous, it is also the right thing to do and the way for us to show our colleagues that we really are invested in their wellness.

We're now going to explore a scenario together. Two of you will act out the scenario, which describes a wellness-related concern. Then, as a class, we will discuss the debrief questions together to start thinking through how you can actually respond when confronted with a colleague who is experiencing similar personal challenges.

Scenario 2: Happy Hour



Slide 61:

BREAKING THE CULTURE OF SILENCE

- Talk to each other
- This is the first step
- •We can do this together



Tough Conversations: 15 minutes Slides 62-67:

HOW TO HAVE TOUGH CONVERSATIONS

STEP 1: STATE YOUR PURPOSE

- "I have a concern about..."
- "I feel I need to let you know
- "I want to discuss...



STEP 2: DESCRIBE WHAT YOU OBSERVED

- Yesterday morning I noticed you had the smell of alcohol
- on your breath. You look tired.
- Your uniform is messy.
- Your mood is different.



Debrief questions:

- How does Officer Jones respond?
 - Does he take his partner home? Does he confront him at the bar?
- What is the appropriate follow up action for Officer Jones to take with his partner?
 - What resources are available to help Officer Smith?
- Why do officers engage in this type of misconduct? What inhibitors are in play?

10 Minute Break

PART V: VERBAL INTERVENTION SKILLS FOR WELLNESS

Breaking the Culture of Silence

It's time for the culture of silence and the tough guy mentality to be put to rest. We need to be able to talk openly about, and know how to address, stress management and mental health issues. Everyone faces

STEP 3: DESCRIBE YOUR REACTIONS

"I was concerned you could harm yourself or someone else, and I don't want that to happen. We really care about you and want to make sure you're OK."



STEP 4: ALLOW FOR RESPONSE

- "What do you think?"
- "What's your view of the situation?"
- "Do you see what I'm observing?"
- "What are your thoughts?""Is there anything I can do to
- "Is there anything I can do to help?"



STEP 5: OFFER SPECIFIC SUGGESTIONS

"I know another coworker that contacted BHS for help; maybe you could too. Do you know how to contact them? The service is free and confidential. I know other officers in similar situations that got help for alcohol issues and weren't disciplined."



STEP 6: SUMMARIZE AND EXPRESS SUPPORT

"It definitely seems like you have a lot going on that might be affecting you on the job, but I know this is something you can work through. I'll do what I can to help you, but I hope that you will seek professional help as well. You have a bright future with the department, I want to make sure that this issue does not impact your career."



Select two people to act out Scenario 7 and have the rest of the class answer the debrief questions about the scenario. Provide 5 minutes for preparation for the group to act out. problems, and we need to proactively address them — together. These techniques are applicable to helping your fellow officers through wellness issues and also help with verbal interventions in many kinds of scenarios. Intervening with care and, where possible, subtlety will maximize the potential effectiveness of an intervention because officers will be more likely to receive the intervention.

How to Have Tough Conversations

Step 1: State your purpose (be sure to do this privately, if at all possible, and in a place where the person feels comfortable)

- "I have a concern about."
- "I feel I need to let you know"
- "I want to discuss"

Step 2: Describe what you observe/d

• For example, "Yesterday morning I noticed you had the smell of alcohol on your breath."

Step 3: Describe your reactions

• Example: "I was concerned you could harm yourself or someone else, and I don't want that to happen. We really care about you and want to make sure you're OK."

Step 4: Allow for response. Ask questions like:

• "What do you think?"

Slides 68-69:

BEHAVIORAL CHANGES

THE SCENE:

You have been working for the same sergeant for more than a year and have gotten to know him well. He is very professional and always happy to lend a hand. Recently, you've noticed that he has been coming into work unshaven, looking disheveled. Recently, he has been short-tempered and quick to brush off concerned remarks from you and other members of the squad.

THE SET-UP:

At roll call one morning, a rookie officer asks a question about conducting searches, and your sergeant snaps, "Haven't you figured that out by now? What's wrong with you?!"

- "What's your view of the situation?"
- "Do you see what I'm observing?"
- "What are your thoughts?"
- "Is there anything I can do to help?"

Step 5: Offer specific suggestions.

 For example: "I know another coworker who contacted BHS for help, maybe you could too. Do you know how to contact them? The service is free and confidential. I know other officers in similar situations that got help for alcohol issues and weren't disciplined."

Step 6: Summarize and express support

• "It definitely seems like you have a lot going on that might be affecting you on the job, but I know this is something you can work through. I'll do what I can to help you, but I hope that you will seek professional help as well. You have a bright future with the department, and I want to make sure that this issue does not impact your career."

Now we're going to work on another scenario to further practice the skills of how to have these types of tough conversations.

Scenario 7: Behavioral Changes

Put up quote slide to indicate break. Slide 70:

"INJUSTICE ANYWHERE IS A THREAT TO JUSTICE EVERYWHERE. WE ARE CAUGHT IN AN INESCAPABLE NETWORK OF MUTUALITY, TIED IN A SINGLE GARMENT OF DESTINY. WHATEVER AFFECTS ONE DIRECTLY, AFFECTS ALL INDIRECTLY."

—MARTIN LUTHER KING, JR.

Slide 71:

UNDERLYING CAUSES OF MISCONDUCT & HOW TO RESPOND

Slides 72-73: 5 minutes

MATCH THE STATISTICS

61 % of police officers said that always following the rules is not compatible with getting the job done.

84% said it is not unusual for a police officer to turn a blind eye to improper conduct of other officers.

43% said they do not always report serious abuse by fellow officers.

52% said they witnessed fellow officers using more force than necessary.

Debrief questions:

- How do you respond in the moment?
 - Do you address this with the sergeant immediately? For example, do you tell the sergeant that you'll handle this question? Or do you let the moment pass to avoid confrontation in front of your fellow officers?
 - Do you address this with the rookie officer immediately? Do you try to reassure her about her own performance and/or about the sergeant's behavior?
- Do you think this outburst could have been avoided?
 - Should someone have pulled the sergeant aside earlier, upon noticing the change in his behavior?
 - How do you follow up if someone brushes off concern and insists that they're okay? What other resources are available to you? (Examples may include BHS, your lieutenant, other officers who may be friendly with the sergeant.)
- Do you pull your sergeant aside later to discuss this? If so, what do you say?
 - O How do you respond if the sergeant pulls rank and tells you that he is your superior and you need to leave him alone?
 - Do you let the sergeant know you are going to take additional steps to address the issue?
 - Do you involve other members of your platoon?

MATCH THE STATISTICS

of police officers said that always following the rules is not compatible with getting the job done.

84% said it is not unusual for a police officer to turn a blind eye to improper conduct of other officers.

said they do not always report serious abuse by fellow officers.

said they witnessed fellow officers using more force than necessary.

1: It is likely that most classes will find all of these statistics alarming.

2: Expected Answers:

Fatigue, performance pressure, cutting corners, mental illness, greed, poor supervision, lack of accountability, bias, etc.

* Facilitators: This question is linking inhibitors and triggers. Emphasize the connection to the previous inhibitors conversation.

- Is there someone you could reach out to who could help address the issue?
 - Do you know any officers the sergeant is particularly close to, whether in your platoon or not?
 - Are there other individuals in the Department you would trust to help your sergeant work through his issues?
- Why do officers engage in this type of misconduct? What inhibitors are in play?

10 Minute Break

PART VI: UNDERLYING CAUSES OF MISCONDUCT AND HOW TO RESPOND

Match the Statistic

On the slide are four numbers and four statistics. In your groups, take a few minutes to decide which number you think goes with the correct statistic.

Slide 74-75: 10 minutes

SCENARIO 1: UNREPORTED ACCIDENT

Officer Smith and Officer Jones are in a patrol car sitting in front of Frazier's on West 36th street. The Dispatcher advises of a signal 13 on 34th street and Chestnut Avenue, 2 blocks from the officers. Officer Jones, the driver, quickly throws the car into gear not realizing he accidently put it in reverse and hits the back bumper into the light post behind them. Officer Smith instructs the driver to put the car in drive and keep going to answer the signal 13 call. At the end of the shift, Officer Jones suddenly remembers that they hit the pole. He goes outside to check the vehicle at the station and spots a small dent on the back bumper. He walks back in the station, reminds Officer Smith of the accidental hit, and informs him of the damage. Officer Smith tells him not to worry about it because the car is parked against the fence and no one will notice. Officer Jones follows the lead of his veteran partner and does not submit a report.

Ask a student to read the scenario.

Slide 76:

DISCUSSION

- **QUESTIONS** What could be some underlying causes of P/O Jones's misconduct?
- Jones's misconduct?What inhibitors may have been at play?
- How could P/O Jones have responded to P/O Smith respectfully, but still have avoided misconduct himself?



Try to keep the discussion as focused as possible by making sure responses are to the questions only.

- 1: Doesn't want to get in trouble, doesn't want to deal with the paperwork, others have done it before
- 2: Boundary-crossing with a veteran officer, potential fear of retribution if he went against

Correct Statistics:

- 43% of police officers said that always following the rules is not compatible with getting the job done.
- 52% said it is not unusual for a police officer to turn a blind eye to improper conduct of other officers.
- 61% said they do not always report serious abuse by fellow officers.
- 84% said they witnessed fellow officers using more force than necessary.

Source: https://www.ncjrs.gov/pdffiles1/nij/181312.pdf

ASK 1: Which of these stats are surprising or not surprising?

ASK 2: Why does police misconduct occur?

We are now going to provide you with some scenarios where we discuss the potential underlying causes of misconduct, what inhibitors are at play, and how officers can intervene effectively in these situations. Please answer the questions that follow within your group. Be prepared to discuss with the class your responses.

Scenario 1:

Officer Smith and Officer Jones are in a patrol car sitting in front of Frazier's on West 36th street. The

Officer Smith's wishes

3: Officer Jones could have said to Officer Smith that he knows it'll be a pain, but he's going to write up the report to make sure that neither of them have more trouble later on. While an inconvenience, if someone found out it would be a much bigger issue for them later. Not only is it the right thing to do ethically, but it's also not worth the risk of getting disciplined more heavily for not submitting the report.

For more on this, people can look up Ervin Staub's *The Roots of Goodness and Resistance to Evil*, which lays out how people become active bystanders—and how passive bystanders enable and often become perpetrators of wrongdoing

Slide 77-78: 10 minutes

SCENARIO 2: WRONG WAY ON A ONE-WAY

Officer Pitts and Officer Harris are working the Central District Adam shift. The night before there was a double shooting in their sector at 11:00 pm. Officer Pitts is hungy and instructs Officer Harris to stop at Crazy Johns on Baltimore Street for a quick slice of pizza around 11 pm. While traveling northbound on Gay 9ts., Officer Pitts instructs Officer Harris to turn left going the wrong way on Baltimore St. Officer Harris hesitates and says, "That would be going the wrong way down a one-way street." Officer Pitts tells him, "Just do it. We are in a rush to eat and get back on the road. This is much quicker, Just have your strobe lights on." Officer Harris says, "Ok" and turns left down the one-way street. He parks the car in front of Crazy John's, they both exit, and go inside for a slice. The patrol car is illegally parked for 10 minutes with its lights on. There is no parking permitted on that part of the street on the weekends. When speaking with other officers back at the station at the end of their shift, Officer Harris expresses his concern about the incident. Some of the other officers in the room laugh and retlerate the same

Dispatcher advises of a signal 13 on 34th street and Chestnut Avenue, 2 blocks from the officers. Officer Jones, the driver, quickly throws the car into gear, not realizing he accidently put it in reverse and hits the back bumper into the light post behind them. Officer Smith instructs the driver to put the car in drive and keep going to answer the signal 13 call. At the end of the shift, Officer Jones suddenly remembers that they hit the pole. He goes outside to check the vehicle at the station and spots a small dent on the back bumper. He walks back in the station, reminds Officer Smith of the accidental hit, and informs him of the damage. Officer Smith tells him not to worry about it because the car is parked against the fence and no one will notice. Officer Jones follows the lead of his veteran partner and does not submit a report.

ASK 1: What could be some underlying causes of Officer Jones's misconduct?

Slide 79:



- 1: Departmental culture that this type of behavior is acceptable, cutting corners; false belief they are above the law and not accountable to the same rules as the general public.
- 2: Officer Harris could have insisted that they go the right way around and park in a legal spot. This is important for police legitimacy.

Additionally, Officer Harris could have emphasized the potential costs of going the wrong way, including gravely injuring someone - including the officers - in an accident. He could ask, "What if we get hurt or we run someone over going to get a slice of pizza? Let's take one more minute to get this slice of pizza without any headaches."

3. Pluralistic ignorance. Hesitation to cross boundaries. Fear of taking action in front of the group. Most of the other officers just laughed

ASK 2: What inhibitors may have been at play in this scenario?

ASK 3: What could Officer Jones have done to respond to Officer Smith respectfully while making sure that he himself did not commit misconduct by not writing the report?

Scenario 2:

Officer Pitts and Officer Harris are working the Central District Adam shift. The night before there was a double shooting in their sector at 11:00 pm. Officer Pitts is hungry and instructs Officer Harris to stop at Crazy John's on Baltimore Street for a quick slice of pizza around 11 pm. While traveling northbound on Gay St., Officer Pitts instructs Officer Harris to turn left going the wrong way on Baltimore St. Officer Harris hesitates and says, "That would be going the wrong way down a one-way street." Officer Pitts tells him, "Just do it. We are in a rush to eat and get back on the road. This is much quicker. Just have your strobe lights on." Officer

and brushed off the issue that needed to be addressed.

To address this Officer Harris could once again ask, "What if we get hurt or we ran someone over going to get a slice of pizza? No one would be laughing then. We're not doing that again – it's not worth it for a slice of pizza." Officer Harris could look to the crowd for someone not fully participating in the laughter to see if he has any allies in doing the right thing. As we discussed with pluralistic ignorance, people are hesitant to show their true feelings publicly. Officer Harris could engage another officer in the group whom he perceives as a potential ally and ask, "What about you, Officer Hayes? You know we shouldn't have done that right?"

Slide 80-81: 10 minutes

SCENARIO 3: CLEAR THE CORNER

Officer Brennan and Officer Lee are working the Eastern District Adam shift. They have been instructed at around 6 am by the district commander to clear the corner in front of the methadone clinic at North Ave. and Gay St. Upon arriving at the scene, they observe 2 young females and a young male standing in front of the methadone clinic on the corner. Officer Lee opens the car door and is about to do as she was instructed by the shift commander. Just as she is about to step out, Officer Brennan stops her. Officer Lee responds, "What are you doing? The district commander told us to clear this corner." Officer Brennan then states, "Just wait, Jet's see what happens before we just hop out on them." Moments later a mini-van pulls up. A vacuum cleaner, brooms, mops, and other cleaning supplies can clearly be seen through the back window. All 3 individuals greet the driver kindly, get in, and the mini-van drives off.

Harris says, "Ok" and turns left down the one-way street. He parks the car in front of Crazy John's, they both exit, and go inside for a slice. The patrol car is illegally parked for 10 minutes with its lights on. There is no parking permitted on that part of the street on the weekends. When speaking with other officers back at the station at the end of their shift, Officer Harris expresses his concern about the incident. Some of the other officers in the room laugh and, again, reiterate the same points Officer Pitts stated in the vehicle.

ASK 1: What could be some underlying causes of this misconduct?

ASK 2: What could have been done to prevent the misconduct?

Slide 82:



- 1: Officer Brennan encourages
 Officer Lee to take more time in the
 process. If that failed, Officer
 Brennan could have pointed to
 policy and the lack of legal basis
 for acting in this situation.
- 2. Officer Brennan can pull Officer Lee aside and say something like 'I get why you wanted to clear that corner, but remember that since we didn't have RAS to stop those people or a legal reason to make them move, we are the ones being unconstitutional, not the commander. I really want to make sure that we don't do something wrong and get in trouble. Let's come up with the right way to handle the problem the commander wants us to handle and go to her with that suggestion.
- 3. Officer Lee may not have reacted the same due to his own personal implicit bias. Caucasian people in suits don't tend to have the same stigma as the average person in regular working clothes.

Put quote slide up to indicate break

ASK 3: What type of inhibitors did the other officers in the station display? Explain.

Slide 83:

"PASSIVITY IN THE FACE OF HARMFUL ACTIONS AFFECTS THE WHOLE COMMUNITY, INCLUDING THE BYSTANDERS."

—ERVIN STAUB

Slide 84:



Choose a student to read the Scenario 1 slide.
Three facilitators will act out the scenario "set-up" for the class.
Slides 85-86:

THE KNOWN GANG MEMBER

THE SCENE:

You patrol the Northern District on the Charlie shift, and you are very familiar with a repeat offender named "Darryl" who lives on your post. Darryl is a felon, currently on probation harking in 10 years for armed robbery.

arryl is a known gang member and a suspect in several shootings; however, the District etective Units have been unable to close these shootings because winteress will not name arryl out of fear. Darryl is listed every month as a "top offender" by your district mmander and intelligence division. During roll call one day, someone remarks, "I bet the ommander will give me Christmas of this year if I get this guy?"

While patrolling Monday evening, you and another unit receive a call for service describin several males on a corner armed with handguns selling drugs. As you arrive you see the group, which includes Darryl, disperse. As you stop at the corner, everyone except Darryl runs away. Darryl is slowly walking away and says, "bitch ass cops, y'all can't touch me."

THE SET-UP:

You and your backup officer decide to do a consensual encounter and speak with Darryl. As you are talking to him, another back-up officer locates a silver handgun on the ground under a vehicle where the group was originally standing and says to you, "If you had seen Darryl toss that gun under the car, he's gone at least 10 years, and DDU could probably solve those shootings with him in jail." Your first backup officer, who is a rookie, takes you aside and asks what you should do.

After the scenario is complete. Ask the questions on the next slide:

Slide 87:

Scenario 3:

Officer Brennan and Officer Lee are working the Eastern District Adam shift. They have been instructed at around 6 am by the district commander to clear the

corner in front of the methadone clinic at North Ave. and Gay St. Upon arriving at the scene, they observe 2 young females and a young male standing in front of the methadone clinic on the corner. Officer Lee opens the car door and is about to do as she was instructed by the shift commander. Just as she is about to step out, Officer Brennan stops her. Officer Lee responds, "What are you doing man? The district commander told us to clear this corner." Officer Brennan then states, "Just wait, let's see what happens before we just hop out on them." Moments later, a mini-van pulls up. A vacuum cleaner, brooms, mops, and other cleaning supplies can clearly be seen through the back window. All 3 individuals greet the driver kindly, get in, and the mini-van drives off.

ASK 1: What was done to prevent the possible misconduct?

ASK 2: What should Officer Brennan do now that misconduct was prevented?



Expected responses

- 1: Yes. While he is trying to get a "bad guy" off the street, this is not how we do things. It doesn't follow the letter of the law. It is an integrity issue because the statement of probable cause would not be accurate. Actions like this hurt us in multiple ways, as highlighted throughout the course.
- 2. Emergency intervention is required because the individual's rights could be violated. We can't wait until later to resolve the problem.
- 3. Tell the officer, "you *know* we can't do that" and ensure proper handling of the incident.

If the officer is resistant, take over the incident and tell the remaining officers how the situation is going to be reported on and handled in a proper manner.

Put up quote slide to indicate break. Slide 88:

"I LEARNED THAT COURAGE WAS NOT THE ABSENCE OF FEAR, BUT THE TRIUMPH OVER IT. THE BRAVE MAN IS NOT HE WHO DOES NOT FEEL AFRAID, BUT HE WHO CONQUERS THAT FEAR."

—NELSON MANDELA

ASK 3: What if the 3 people were Caucasian and wearing suits? Do you think the officer would have had a different reaction and why?

While groups are acting out the scenarios and conducting Q&A, keep referring back to inhibitors and which ones are occurring in the scenario.

10 Minute Break

PART VII: SCENARIO INTRODUCTION

Slide 89: 10 minutes

GROUP SCENARIO DIRECTIONS

In our next section, each of your small groups will be assigned a scenario. First, read through the scenario and set up. Then, decide how to best act out the scenario with an intervention included. After you've had time to practice, you will present your scenario to the class.

For the remainder of our training, we will be conducting scenario-based training. The facilitator will pass out scenarios (Attachment C) to each small group and assign each group a specific scenario. While they are working, rotate around the room to answer any questions. Students will have about 20 minutes to review, practice, and play out their scenarios (by including appropriate

Directions

For the remainder of our training, we will be conducting scenario-based training so we can practice intervening and receiving interventions.

The Known Gang member:

Scenario 1:

You and your backup officer decide to do a consensual encounter and speak with Darryl. As you are talking to him, another back-up officer locates a silver handgun on the ground under a vehicle where the group was originally standing and says to you, "If you had seen Darryl toss that gun under the car, he's gone at least 10 years, and DDU could probably solve those shootings with him in jail." Your first backup officer, who is a rookie, takes you aside and asks what you should do.

Discussion Questions:

We are not going to have a conversation about constructive possession in this matter. Please focus on the EPIC aspect of this scenario.

ASK 1: After this incident, do you report it to your sergeant? Why?

interventions). Afterward, each group will act out their scenario for the rest of the class. Then following each scenario, a facilitator will ask the questions on the attachment sheet related to the scenarios to the rest of the class and will conduct a small discussion. Each scenario and discussion should be no longer than 10 minutes.

Slides 90-92:

THE INTERROGATION THE SCENE:

You are assigned to a District task force. At roll call, your shift commander has a message from the District Commander describing the suspect in a series of violent car-jackings in your District. The car-jackings are just the latest in a string of violent crime that the District is having trouble identifying and locating the suspect or suspects. It is clear that your supervisor is under a lot of pressure to solve this problem, and they seem to indicate that failure to solve this problem may lead to you or your partner being transferred out of the unit.

THE SCENE CONTINUED...

While on-duty you locate and arrest a suspect for being in a stolen auto and you transport him to the District to be interviewed. After the suspect was arrested a search was conducted on the vehicle and located in the trunk was a handgun. The handgun was recovered and submitted but the recovering officer did not have the dispatcher check the gun for stolen. The gun belonged to the registered owner of the stolen vehicle. Your task force supervisor says, "You gurys made the arrest, work the case, interview him, and see what you can get." During the interview you can tell that the suspect is far below average intelligence. At some point, and without a full confession, the suspect in a low voice states that he wants to speak to a lawyer. Your supervisor is watching the interview through the external video feed.

THE SET-UP:

Two officers are in the interview room with the suspect. You, as the supervisor, pull the officers out of the room and ask what the suspect said. When they say he asked for a lawyer you say, "Are you sure that's what you heard?"

Point about recording for the discussion: Sometimes technology

ASK 2: How urgent is the need for intervention and why?

ASK 3: What could you do to stop the possible misconduct?

10 Minute Break

PART VIII: SCENARIO PRACTICE

such as BWCs or interview recordings can give us firm support for interventions we would like to perform when we may not feel comfortable doing so. If you are worried about the supervisor's response to your push back, citing the recording could potentially take some of the pressure off you and emphasize the need to act according to policy – i.e. "our hands are tied; the recording captured him asking for a lawyer." You can also point to policy, saying, "I know we want to get this guy off the streets, but we need to check all the boxes first to make it stick. We don't want to lose this case over something like this."

Work to engage the other officer involved in the interrogation to address your supervisor as a team privately outside of the interrogation room. Your fellow officer probably feels the same way, and acting collectively increases the potential of the intervention.

Regarding reporting of misconduct, if you prevent the misconduct there's nothing to report. If your supervisor is adamant about proceeding improperly, request a collective discussion with the next level supervisor. This request by itself may resolve the situation.

Group Directions

In our next section, each of your small groups will be assigned a scenario. First, read through the scenario and set up. Then, decide how to best act out the scenario with an intervention included. After you've had time to practice, you will present your scenario to the class.

Try your best to act this out as close to real-life as possible. You can feel out the roles a bit, but don't get too distracted from the goal, which is to try to replicate how this scenario might actually play out. Keep in mind that if you are playing the officer who is being intervened upon, you may decide to be resistant.

Slides 93-94:

DOMESTIC VIOLENCE

THE SCENE:

You and your partner whom you've known for years respond to a domestic violence call together. You know that your partner finds men that engage in domestic violence to be a vile type of person. You both handle the scene per departmental policy and determine that the male is the aggressor and should be arrested.

THE SET-UP:

While the male suspect is being cuffed, he becomes violent and combative with your partner. The suspect is cursing at your partner, screaming derogatory comments at him, and threatening to make false complaints against him. Your partner is visibly agitated as you are walking the arrestee to the transport wagon. As the suspect turns to sit in the wagon, he spits in your partner's face. Your partner raises his hand as though he is about to strike the arrestee.

Slides 95-97:

VEHICLE PURSUIT

THE SCENE:

Officers Williams and Jackson are patrolling the Northern district on Baker shift in the area of York Rd and Sheridan Ave. These officers know this area to be an open-air drug market. This area is known for heroin distribution. While patrolling, Officer Williams, the driver, observes what he believes to be two males engaged in a hand to hand transaction. He points it out to his partner and they can clearly see currency being exchanged for small objects. At that moment, an unknown person yells, "5-0!" One of the males runs into a nearby alley; the other jumps into a car and speeds off.

THE SCENE CONTINUED...

Officer Williams follows the vehicle and attempts to pull him over. The vehicle begins to flee at a high rate of speed. Officer Jackson calls for the assistance of Foxtrot, but is told Foxtrot is not available. The shift commander asked what the vehicle is wanted for. Officer Jackson responds with the details. The fleeing vehicle is now running through traffic control devices. Other marked units have joined the pursuit of this vehicle. The Shift commander states, "Break it off!"

THE SET-UP:

Officer Williams continues to follow the vehicle Code 1, because the driver keeps driving in and out of a certain area. Officer Williams states to Jackson, "He's getting ready to bail out!"

PART IX: SCENARIO PRESENTATIONS

Slides 98-99: Scenario 3: The Interrogation THE VEHICLE SEARCH THE SCENE: During roll call the shift commander gives you and your partner a BOLO for a person of interest in a shooting that occurred the day before and he lives on your post at 1234 North Monroe Street. The suspect is not wanted, but the district detectives would like to locate him for an interview about the shooting. You and your partner check the address, and as you turn the corner you spot the suspect walking away from a vehicle (doors already closed) toward his residence THE SET-UP: You drive up ahead of him and get out and stop him. You ask to speak with the suspect, who consents to a conversation outside of the house. Your partner begins interviewing him and then turns to you saying, "Keep talking to him for a minute." As you speak with the suspect at the police car, you can see over his shoulder that your partner is looking through the windows at the vehicle and appears to be trying the door handle. Debrief questions: As the subordinate officer, how do you respond to the supervisor in the moment? What do you do if the supervisor keeps questioning what you heard? Does knowing there is active recording in the room change your response or your approach to the supervisor? What are the moral and legal justifications or factors in your decision making in this situation?

 How do you weigh getting this person off the street against respecting the

What if you say you shouldn't proceed with interrogation, but your supervisor tells you to get

suspect's rights?

back in there and close the case?

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0	Should you report your supervisor to the	
	chain of command if you feel they are	
	pushing you to engage in misconduct?	
Scenario 4: D	omestic Violence	
Debrief avest	ions	
Debrief quest	IOHS.	

• After this incident, do you report it to your sergeant?	
• Is there anything you could have done differently when you noticed your partner's agitation?	
• Why do officers engage in this type of behavior? What inhibitors and factors are in play?	
Scenario 5: Vehicle Pursuit	
Debrief questions:	
• At this point, what can Officer Jackson say or do to prevent misconduct from continuing?	
• What type of inhibitors and factors are in play here?	
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Scenario 6: The Vehicle Search

Debrief questions:

- Would the search be justified? If not, do you intervene with your partner before he opens the car door? How?
 - Is there a way to stop the search without calling out your partner in front of the suspect?
 - Are there ways you and your partner could communicate before you ever go out on patrol together to set boundaries and to determine signals you will use if you have concerns?
- What are the repercussions for an investigation if your partner conducts an illegal search? Do you speak to your partner about how his actions could have compromised the investigation?
 - Is there a way you can approach the situation that preserves your relationship with your partner while also ensuring that he does not attempt similar actions in the future?
- Do you report your partner?
 - If you stop your partner from conducting the search, do you need to file a report?
 - If you do not stop your partner, and he proceeds with the search, do you need to file a report?
 - Do you discuss the incident with your sergeant or with anyone else on your platoon?
- Why do officers engage in this type of misconduct? What inhibitors are in play?

III. EVALUATION/CLOSURE

What's Next?

- Today is just the start. We will reinforce EPIC throughout the training curriculum moving forward.
- BPD will be awarding officers for EPIC interventions so please share stories about interventions for your fellow officers to be recognized.
- Contact BHS whenever you need to talk.
- Be on the lookout for signs of stress and intervene when necessary to protect officers and/or the community.
- Involve Peer Support when needed.
- Be an ambassador of EPIC for the department, the community, other officers, and yourself.

Feedback Survey

Please complete the survey by entering the tiny URL into your departmental phone. It's case sensitive, so please make sure to capitalize the I and D. This survey will provide feedback to E&T as well as the National Police Foundation.

Today we will take a pledge to intervene when necessary and to accept intervention from anyone in the

Slide 100:

NEXT STEPS 8 CLOSING

Slide 101:

WHAT'S NEXT?

- EPIC will be reinforced throughout training going forward
- BPD will award officers for EPIC interventions
- Contact BHS whenever you need to talk.
- Be on the lookout for signs of stress and intervene when necessary to protect officers and/or the community.
- Involve Peer Support when needed.
- Be an ambassador of EPIC for the department, the community, other officers, and yourself.

Play Video on next slide before moving on.

Slide 102:

FEEDBACK SURVEY

Please type into your phone's browser (Chrome) the following Tiny URL:

t.ly/IDen

Capital I and D

department, regardless of rank or seniority. First, we'll reaffirm our oath as law enforcement officers to emphasize our commitment to our profession of upholding the laws of the United States and the State of Maryland.

Now, repeat the following after me...

I pledge to be an active bystander and intervene when I'm needed.

I pledge to accept peer intervention and seek help when needed.

I pledge to serve and protect, and strengthen relationships within our community.

Wear this pin as a visible symbol to your colleagues, and to the public that we serve, of your commitment to upholding the principles of EPIC and the Department's values of professionalism, duty, honor, courage, and integrity. The promise before us is a new relationship with the community where we are seen as trusted servants who act in accordance with the Constitution, law, and departmental policy in the pursuit of public safety and justice on behalf of others.

Slide 103:



Slide 104:



After the pledge is taken, hand out the pins. Emphasize that the pin is a sign of this commitment: to intervene – and receive intervention.

After officers take the pledge and receive pins, have them go to the EPIC banner and sign their names to it (optional).

Slide 105:



We want your EPIC stories for future training, and we

want to reward officers who successfully intervene. Reach us at training@baltimorepolice.org.	

Attachment A

Round Table Discussion

There will be five stations, three minutes will be provided per station.

Station 1: Quote

Content: "The world is in greater peril from those who tolerate or encourage evil than from those who actually commit it." —Albert Einstein

Question: How might you apply this quote to our profession of law enforcement?

Station 2: Wellness

Content: "The daily realities of the job can affect officers' health and wellness. They face a constant need to be vigilant, long hours and shift work, exposure to the daily tragedies of life, and regular interaction with people who are in crisis or hostile toward them. Patrol officers face a national undercurrent of heightened public scrutiny of the profession that overshadows the legitimacy of their individual efforts. All of these things added to the ordinary hassles of the workplace and their personal lives can lead to cumulative stress and burnout." (Law Enforcement Mental Health and Wellness Act, 1)

Question: Why is wellness so important for the members of the police force? How does wellness relate to EPIC?

Station 3: Supervisors

Content: To make sure intervention happens across the board, EPIC must be infused throughout the entire department. Supervisors have a responsibility to implement ethical policing across all departments.

Whatever a supervisor says or teaches, all of their subordinates are watching. Officers take in what their supervisor does more than what they say. Be sure that what rookies are learning from veterans are the right things – positive attitudes, not burnout.

Personal issues like divorce, death, financial hardship, and alcohol abuse are going to occur. We all need to look out for signs of these common life challenges and prepare ourselves to constructively intervene when a colleague is experiencing them. Preventing misconduct helps

keep the department intact, officers on the streets, and builds community trust.

Question: What specific actions can supervisors take to promote a culture of peer intervention?

Station 4: E.P.I.C

Content: EPIC stands for Ethical Policing is Courageous.

Question: What does this acronym mean to you?

Station 5: Barriers

Content: There can be barriers when implementing any new program.

Question: What do you think are some of the barriers in the way of EPIC?

Attachment B

Agree/Disagree Activity

Read each of the following statements to the class. Students will then move to the corner that they most resonate with. The signs/labels for each corner are found on the next pages.

- People will sometimes choose not to intervene in a situation because they're just "doing what they're told."
- You feel confident stepping into a situation you find unethical.
- People will fail to take action because they assume someone else will act.
- A police force that does not intervene to prevent misconduct can create mistrust in the community.
- Loyalty is having someone's back no matter what.
- When people see a coworker intent on doing the right thing, others are more likely to follow suit.

Strongly Agree

Agree

Disagree

Strongly Disagree

Attachment C

Scenario Training

For the remainder of our training, we will be conducting scenario-based training. The Facilitator will pass out scenarios to each small group and assign each group a specific scenario. While they are working, rotate around the room to answer any questions. Students will have about 20 minutes to practice their scenarios. After the practice, each group will be able to act out their scenario. Then following each scenario, a facilitator will ask the questions on the appendix sheet related to the scenarios to the rest of the class and will conduct a small discussion. Each scenario and discussion should be no longer than 6 minutes.

Scenario 2: Happy Hour

The Scene: Officer Smith and Officer Jones have just finished their shift for the evening. As they are leaving, Officer Smith pulls around to Officer Jones and asks him if he would like to grab a beer at a bar around the corner. Officer Jones knows Officer Smith has been frequenting the local bar often since his divorce. He also knows he has been drinking to excess and drives home drunk. Officer Smith says, "Come on. It is just going to be one beer, I promise." Officer Jones says, "I don't know man. I need to get home." Officer Smith assures him that they will only have one beer then leave. Officer Jones goes home. A hour later Officer Jones gets a call from the bartender and he states "Officer Smith has had too much to drink and he has passed out at the bar." Upon arrival, Officer Jones sees Officer Smith with an empty beer bottle and an empty whisky glass in front of him and another beer in his hand.

The Set-Up: Officer Smith is clearly already over the legal limit and is still sitting at the bar. When Officer Jones is walking towards him, he sees that Officer Smith has his gun on his hip and it is not concealed.

- How does Officer Jones respond?
 - Does he take your partner home? Does he confront him at the bar?
- What is the appropriate follow up action for Officer Jones to take with his partner?
 - What resources are available to help Officer Smith?
- Why do officers engage in this type of misconduct? What inhibitors and factors are in play?

Scenario 3: The Interrogation

The Scene: You are assigned to a district task force. At roll call your shift commander has a message from the district commander describing the suspect in a series of violent carjackings in your district. The carjackings are just the latest in a string of violent crime that the district is having trouble identifying and locating the suspect or suspects. It is clear that your supervisor is under a lot of pressure to solve this problem, and they seem to indicate that failure to solve this problem may lead to you or your partner being transferred out of the unit.

While on-duty you locate and arrest a suspect for being in a stolen auto and you transport him to the district to be interviewed. After the suspect was arrested a search was conducted on the vehicle and located in the trunk was a handgun. The handgun was recovered and submitted but the recovering officer did not have dispatch check the gun for stolen. The gun belonged to the registered owner of the stolen vehicle. Your task force supervisor says, "You guys made the arrest; work the case, interview him, and see what you can get." During the interview you can tell that the suspect is far below average intelligence. At some point, and without a full confession, the suspect in a low voice states that he wants to speak to a lawyer. Your supervisor is watching the interview through the external video feed.

The Set-Up: Two officers are in the interview room with the suspect. You, as the supervisor, pull the officers out of the room and ask what the suspect said. When they say he asked for a lawyer you say, "Are you sure that's what you heard?"

Probing Questions:

- As the subordinate officer, how do you respond to the supervisor in the moment? What do you do if the supervisor keeps questioning what you heard?
- Does knowing there is active recording in the room change your response or your approach to the supervisor?

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- What are the moral and legal factors in your decision making in this situation?
 - How do you weigh getting this person off the street against respecting the suspect's rights?
 - What if you say you shouldn't proceed with interrogation, but your supervisor tells you to get back in there and close the case?
 - Should you report your supervisor to the chain of command if you feel they are pushing you to engage in misconduct?

Scenario 4: Domestic Violence

The Scene: You and your partner, whom you've known for years, respond to a domestic violence call together. You know your partner has nothing but contempt for men who commit domestic violence. You both handle the scene per departmental policy and determine that the male is the aggressor and should be arrested.

<u>The Set-Up:</u> While the male suspect is being handcuffed, he becomes violent and combative with your partner. The suspect is cursing at your partner, screaming derogatory comments at him, and threatening to make false complaints against him. Your partner is visibly agitated as you are walking the arrestee to the transport wagon. As the suspect turns to sit in the wagon, he spits in your partner's face. Your partner raises his hand as though he is about to strike the arrestee.

- After this incident, do you report it to your sergeant?
- Is there anything you could have done differently when you noticed your partner's agitation?
- Why do officers engage in this type of behavior? What inhibitors and factors are in play?

Scenario 5: Vehicle Pursuit

The Scene: Officers Williams and Jackson are patrolling the Northern district on Baker shift in the area of York Rd and Sheridan Ave. These officers know this area to be an open-air drug market. This area is known for heroin distribution. While patrolling, Officer Williams, the driver, observes what he believes to be two males engaged in a hand-to-hand transaction. He points it out to his partner and they can clearly see currency being exchanged for small objects. At that moment, an unknown person yells Five-O! One of the males runs into a nearby alley; the other jumps into a car and speeds off.

Officer Williams follows the vehicle and attempts to pull him over. The vehicle begins to flee at a high rate of speed. Officer Jackson calls for the assistance of aviation, but is told aviation is grounded. The shift commander asked what the vehicle is wanted for. Officer Jackson responds with the details. The fleeing vehicle is now running through traffic control devices. Other marked units have joined the pursuit of this vehicle. The Shift commander states, "Break it off!"

The Set-Up: Officer Williams continues to follow the vehicle code 1, because the driver keeps driving in and out of a certain area. Officer Williams states to Jackson, "He's getting ready to bail out!"

- At this point, what can Officer Jackson say or do to prevent misconduct from continuing?
- What type of inhibitor is in play here?

Scenario 6: The Vehicle Search

The Scene: During roll call the shift commander gives you and your partner a BOLO for a person of interest in a shooting that occurred the day before and he lives on your post at 1234 North Monroe Street. The suspect is not wanted, but the district detectives would like to locate him for an interview about the shooting. You and your partner check the address, and as you turn the corner you spot the suspect walking away from a vehicle (doors already closed) toward his residence.

The Set-Up: You drive up ahead of him and get out and stop him. You ask to speak with the suspect, who consents to a conversation outside of the house. Your partner begins interviewing him and then turns to you saying, "Keep talking to him for a minute." As you speak with the suspect at the police car, you can see over his shoulder that your partner is looking through the windows at the vehicle and appears to be trying the door handle.

- Would the search be justified? If not, do you intervene with your partner before he opens the car door? How?
 - Is there a way to stop the search without calling out your partner in front of the suspect?
 - Are there ways you and your partner could communicate before you ever go out on patrol together to set boundaries and to determine signals you will use if you have concerns?
- What are the repercussions for an investigation if your partner conducts an illegal search? Do you speak to your partner about how his actions could have compromised the investigation?
 - Is there a way you can approach the situation that preserves your relationship with your partner while also ensuring that he does not attempt similar actions in the future?
- Do you report your partner?
 - If you stop your partner from conducting the search, do you need to file a report?
 - If you do not stop your partner, and he proceeds with the search, do you need to file a report?
 - O you discuss the incident with your sergeant or with anyone else on your platoon?
- Why do officers engage in this type of misconduct? What inhibitors are in play?

Scenario 7: Behavioral Changes

The Scene: You have been working for the same sergeant for more than a year and have gotten to know him pretty well. He is very professional and always happy to lend a hand. Recently, you've noticed that he has been coming into work unshaven, looking disheveled. Until recently he has been short-tempered and quick to brush off concerned remarks from you and other members of the squad.

The Set-Up: At roll call one morning, a rookie officer asks a question about conducting searches, and your sergeant snaps, "Haven't you figured that out by now? What's wrong with you?!"

- How do you respond in the moment?
 - O you address this with the sergeant immediately? For example, do you tell the sergeant you'll handle this question? Or do you let the moment pass to avoid confrontation in front of your fellow officers?
 - O po you address this with the rookie officer immediately? Do you try to reassure her about her own performance and/or about the sergeant's behavior?
- Do you think this outburst could have been avoided?
 - Should someone have pulled the sergeant aside earlier, upon noticing the change in his behavior?
 - How do you follow up if someone brushes off concern and insists that they're okay? What other resources are available to you? (Examples may include BHS, your lieutenant, other officers who may be friendly with the sergeant.)
- Do you pull your sergeant aside later to discuss this? If so, what do you say?
 - How do you respond if the sergeant pulls rank and tells you that he is your superior and you need to leave him alone?
 - Do you let the sergeant know you are going to take additional steps to address the issue?
 - Do you involve other members of your platoon?
- Is there someone you could reach out to who could help address the issue?
 - Do you know any officers the sergeant is particularly close to, whether in your platoon or not?
 - Are there other individuals in the Department you would trust to help your sergeant work through his issues?
- Why do officers engage in this type of misconduct? What inhibitors are in play?

Pluralistic ignorance

Diffusion of responsibility

Ambiguity

Hesitance to Cross Boundaries

Fear of Being Wrong

Absence of empathy/"us vs. them" mentality

Cost of Helping

Retaliation

Isolation

Lack of Knowledge/Skill

(Print all description cards in OTHER COLOR)

Occurs when people do not show their feelings in public and their lack of reactions defines the situation as one in which no action is needed. For example, a majority of group members may reject someone's wrongful behavior, but go along with it because they assume, incorrectly, that most others accept it because no one is demonstrating concern. Bystanders can feel like "I think this is wrong, but no one else seems to, so they must think it's okay" when the others actually don't.

A sociopsychological phenomenon whereby a person is less likely to take responsibility for action or inaction when other bystanders or witnesses are present. E.g. "I'm sure someone else will intervene"

When bystanders are not sure help is needed, they are less likely to help. Someone becomes open to more than one interpretation of a situation, or they are unsure whether the situation is a misdeed or something bad. This could be similar to confusion about the situation or a fear of being wrong about the need for help; E.g. "Everything is fine. My partner can take care of him/herself. He/she will figure it out." and/or "What if I say something and I'm totally off-base?"

Concerns of crossing the boundary of rank and file in the department. E.g. "This guy outranks me. I can't embarrass him in front of everyone."

Individuals may be hesitant to act out of fear of failure or going out on a limb and appearing critical of a fellow officer publicly. E.g. "What if I'm totally misreading this situation? If I step in and do something wrong, I'm going to look really stupid. What will all these people think? What if I make things worse? What if I upset my partner by counteracting him publicly?"

Seeing someone as an "other" and devaluing them. Not looking at another individual as worthy of your care. This can arise out of an "us vs. them" mentality. E.g. "My partner isn't supposed to do that, but that guy deserves it. Why would I want to help someone like him?"

The bystander could fear becoming a target or bearing other negative consequences for helping. This includes fear of retaliation and isolation. E.g. "What if my partner decides not to have my back next time we're in a tough situation? What if he/she tells everyone else I'm a snitch? What if my sergeant has me transferred?"

Fear that the bystander could be treated differently or suffer acts of revenge or intimidation as a result of having intervened on a colleague or superior. E.g., "What if they file a complaint against me or come after me for calling them out?"

Fear that intervening may lead to the bystander being ostracized by colleagues or labeled as a snitch or someone who isn't trustworthy or loyal. E.g., "If I intervene in this situation, will everyone think of me as someone they can't count on?"

Not having enough experience intervening. E.g. "This isn't right, but I don't know what to do."