

<p align="center"><b>BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</b></p> <p align="center"><b>LESSON PLAN</b></p>		
<p><b>COURSE TITLE:</b> FTO Certification</p>		
<p><b>LESSON TITLE:</b> Community Policing with your Trainees</p>		
<p><b>New or Revised Course</b> <span style="float: right;"><input checked="" type="checkbox"/> <b>New</b>      <input type="checkbox"/> <b>Revised</b></span></p>		
<p><b>Prepared By:</b> Alfredo Cumerma, Ph.D.</p>		<p><b>Date:</b> 08/18/21</p>
<p><b>Academic Director Approval:</b> Director Gary Cordner</p>		<p><b>Date:</b></p>
<p><b>PARAMETERS</b></p>	<p>Lesson hours: 2 hours</p> <p>Class size: 25-30</p> <p>Space needs: Classroom, projector, internet access</p>	<p><input type="checkbox"/> Entry-level</p> <p><input checked="" type="checkbox"/> <b>Continuing Education</b></p> <p><input type="checkbox"/> Other</p>
<p><b>STUDENT/COURSE PREREQUISITES/QUALIFICATIONS</b> (if any)</p> <p>Students must be certified Field Training Officers (FTOs) and have passed BPD’s initial FTO certification course prior to participating.</p>		
<p><b>LESSON HISTORY:</b> This is a brand new lesson prepared specifically for FTO refresher training.</p>		
<p><b>PERFORMANCE OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Explain social identity theory and its main components. <ul style="list-style-type: none"> <li>• In-groups/out-groups</li> <li>• Competition for resources/prestige</li> <li>• Self-esteem</li> </ul> </li> <li>2. Drawing on students’ experiences with trainees, diagram the qualities of a “BPD” in-group and a “civilian” out-group.</li> </ol>	<p><b>ASSESSMENT TECHNIQUES</b></p> <ol style="list-style-type: none"> <li>1. Initial roleplay, then lecture and discussion.</li> <li>2. Brainstorming/mapping exercise, in groups.</li> </ol>	

3. Discuss how moving from an in-group to an out-group can impact trainee performance.  4. Identify the major attitude shifts that may occur during a trainee's transition from the academy to the field.  5. Using examples supplied by the class, identify ways to counsel trainees through their attitudinal changes.	3. Facilitated discussion.  4. Lecture and facilitated discussion.  5. Facilitated discussion.  6. Quiz on major concepts at the end of the class.
<p style="text-align: center;"><b>MPCTC/COMMISSION OBJECTIVES</b> (if applicable)</p> 1. Define the role of the Field Training Officer in the trainee orientation process. (C-2)  2. Discuss the integration process of the trainee into the Field Training Program. (C-2)  3. Explain developing rapport between the trainee and the Field Training Officer. (C-4)  4. Develop a list of expectations of the FTO and trainee. (C-5)	
<p style="text-align: center;"><b>INSTRUCTOR MATERIALS</b></p> Lesson plan PowerPoint presentation with embedded links to Mentimeter surveys/quizzes	
<p style="text-align: center;"><b>TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</b></p> Computer/laptop with internet connection PowerPoint presentation Projector	
<p style="text-align: center;"><b>STUDENT HANDOUTS</b></p> None.	
<p style="text-align: center;"><b>METHODS/TECHNIQUES</b></p> Facilitated discussions Case studies from real FTO experiences	

Roleplay
<p style="text-align: center;"><b>REFERENCES</b></p> <p><i>Policy 212, FTO Selection, Training, Evaluation</i>  <i>Policy 213, Field Training Program</i>  <i>2021 Field Training Program Plan</i></p>
<p style="text-align: center;"><b>GENERAL COMMENTS</b></p> <p>This lesson should be facilitated by an instructor who is very knowledgeable about the FTO program, preferably a certified FTO.</p>

### Lesson Plan Checklist (Part 1)


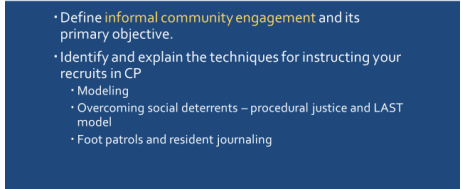
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.			X
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.			X
b. Videos underscore relevant training concepts.			X
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.			X
d. Videos portray individuals of diverse demographics in a positive light.			X
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

### Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?			X
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision Making Model?			X
17. Does the lesson reinforce peer intervention (EPIC)?			X
18. Does the lesson incorporate community policing principles?			X
19. Does the lesson incorporate problem solving practices?			X
20. Does the lesson incorporate procedural justice principles?			X
21. Does the lesson incorporate fair & impartial policing principles?			X
22. Does the lesson reinforce de-escalation?			X
23. Does the lesson reinforce using most effective, least intrusive options?			X
24. Does the lesson have external partners involved in the development of training?	X		
25. Does the lesson have external partners in the delivery of training?		X	
<b>Subject Matter Expert:</b> Officer Tarsha Taru	<b>Date:</b> August 10, 2021		
<b>Curriculum Specialist:</b> Danalee Potter, Dawn Peake	<b>Date:</b> August 10, 2021		
<b>Reviewing Supervisor:</b> Sgt. Kara Gladden	<b>Date:</b> August 10, 2021		
<b>Reviewing Commander:</b> Lt. Michael Brinn	<b>Date:</b> August 10, 2021		

**COURSE TITLE:** FTO Refresher Training

**LESSON TITLE:** Trainee Adaptation to Police Culture

PRESENTATION GUIDE	FACILITATOR NOTES
<b>I. ANTICIPATORY SET</b>  Welcome to BPD's training module on community policing with your trainees.	<b>Time</b> 5 minutes <b>Slide 1</b>  <i>The instructor should introduce themselves and describe their experience with BPD, the capacities in which they've served, how long they may have been an FTO, etc.</i>
<b>II. PERFORMANCE OBJECTIVES</b>  <b>SAY:</b> We're going to zoom in on the practical today and discuss informal engagement, which is the primary form of community policing you will undertake with your trainees. Next, we'll examine some of the techniques you can use to teach your trainees how to conduct effective community policing. These include: <ul style="list-style-type: none"><li>• <b>Modeling</b></li><li>• <b>Overcoming social deterrents</b> – Here, we will touch upon principles from procedural justice, which you have seen in other training.</li><li>• <b>Foot patrols and resident journaling</b> – The latter, a relatively new practice in field training.</li></ul>	<b>Time:</b> 5 minutes <b>Slide 2</b> 
<b>III. INSTRUCTIONAL INPUT (CONTENT)</b>  <b>ASK:</b> So, let's jump right in and talk about informal	<b>Time:</b> 1 hour, 30 minutes

engagement. Remember that we discussed informal engagement in the community policing training. What is it? Can you name some examples for me?

**ASK:** Good. And what would you say are some of the benefits of informal engagement? Why do we bother to do it, other than because it's required by policy?

**SAY:** Great. Those were good answers. Here are some more suggested answers:

- **Familiarity:** Remember the old saying, "It's not what you know, but who you know?" Well, the same applies in policing. At roll call, we receive all sorts of intelligence, see heat maps of crime, and the like. But informal engagement provides an added human dimension to this information.
- **Engagement, not "watching"** – We'll hear more about this later, but it suffices to say that citizens are more open about problems in their communities when they feel comfortable

## Slide 3

### INFORMAL ENGAGEMENT

- Examples
  - Foot patrols
  - Talking to kids on their way home from school
  - "Stoop chats"
  - Business checks
  - "Play time" in schools, check-ins with libraries, gyms, community centers, etc.
- Benefits
  - Familiarity
  - Engagement, not watching (more on that later)
  - Authenticity
  - New relationships
  - Reinforces individuality & humanity of residents

*This slide contains three animations: the first will reveal the answers to the "examples" question (i.e. – What is informal engagement?); the second will reveal a Mentimeter link for student input; the third will reveal final answers to the question on benefits.*

*Click to reveal the Mentimeter link. The instructor should direct students to input the link into their phones so that they can provide their responses in real-time.*

*The instructor, for their part, should click on the "live results" link, which will display student responses in the form of a word cloud.*

*Once students have finished responding, click to pull up the answers to the question about benefits.*

*For this list of benefits, the instructor only needs to describe those items which were not already mentioned in the word cloud. For those items which were mentioned, simply ask the class what the term means, briefly touch upon it, then move on.*

<p>approaching their officers. That’s an advantage for us.</p> <ul style="list-style-type: none"> <li>• <b>Authenticity</b> – Police are often perceived as being concentrated solely on crime and other problems, but we care about the neighborhoods we patrol. It’s important for citizens to see that we’re real people who want to create a positive atmosphere for all.</li> <li>• <b>New relationships</b> – When we <i>are</i> dealing with crime, however, we all know that our relationships with citizens can be one of our most advantageous tools. But to make that a reality, we need positive and not punitive relationships with our citizens.</li> <li>• <b>Reinforces individuality and humanity of residents</b> – As we’ll learn later, one of the consequences of our implicit biases is the erasure of human individuality. Our brains naturally lump people into broad, homogenous categories to make sense of things. Informal engagement helps us counter that, and better learn the <i>individual</i> circumstances of each person with whom we interact.</li> </ul>	
<p><b>SAY:</b> So, now that we’ve talked about the <i>benefits</i> of informal engagement, I’d like you to give me a summary, in one sentence/phrase, of the main <i>objective</i> of informal engagement. Not the benefits, but <i>the main objective, the main goal</i>.</p>	<p><b>Slide 4</b></p> <hr/> <p>INFORMAL ENGAGEMENT</p> <div data-bbox="971 1146 1429 1335"> <p><b>MAIN OBJECTIVE:</b> Increase community trust by maximizing positive interactions with residents.</p> </div> <p><i>This slide contains an animation that will reveal a Mentimeter link for student input. The instructor should click on the “live results” link so that student responses are projected in real-time.</i></p> <p><i>Once you have asked students to describe the main objective of informal engagement (the first “SAY”), click to pull up the Mentimeter link. The students should input the link into their</i></p>



<p><b>ASK:</b> So, who came the closest in their description?</p>	<p><i>phones so that they can provide their answers in real-time. The instructor should proceed by clicking on the “live results” link. Student answers will appear on the screen.</i></p> <p><i>Once students have finished providing their responses, click again to reveal the correct answer. Compare the students’ responses to see who came the closest to the correct answer.</i></p>
<p><b>SAY:</b> As you know, field training takes place in two-week phases, with the trainee assuming a greater amount of responsibility at each phase. By the end of training, the trainee should be demonstrating full autonomy, which includes autonomy in the domain of community policing. Modeling is one of the main ways we can reinforce proper social skills during interactions with residents.</p> <p><b>ASK:</b> Can you describe some ways in which you might <i>model</i> informal engagement? What do you do when you model something?</p> <p><b>SAY:</b> Good responses, everyone. Let’s get into some more detail, though. The main modeling techniques are as follows (click to display the techniques):</p>	<p><b>Slide 5</b></p> <div data-bbox="971 730 1430 961"> <p>MODELING</p> <ul style="list-style-type: none"> <li>• Interpersonal or “soft” skills – hard to teach?</li> <li>• <b>Techniques</b> <ul style="list-style-type: none"> <li>• Frame the interaction</li> <li>• Break down its components</li> <li>• Ask the recruit for feedback</li> <li>• Repeat interactions of each type</li> </ul> </li> </ul> </div> <p><i>This slide contains one animation, which will display the various techniques that can be used for modeling.</i></p> <p><b>Expected responses</b></p> <ul style="list-style-type: none"> <li>• “People skills are hard to teach. This is something you learn through practice.”</li> <li>• “Explain the type of interaction that you’re about to have, and how you usually deal with it before engaging with the person in question.”</li> <li>• “Let them observe the first few calls, then have them take the lead.”</li> </ul> <p><i>Once students have provided their answers, click to pull up the “techniques.”</i></p>

- **Frame the interaction** for your trainee before you begin. Examples:

- “This will be a business check,”
- “This is how I talk to youth in this area.”
- “This is how I follow up with residents.”
- *Framing prepares them for the general pattern of these types of interactions.*

- **Break interactions down into components.** Before beginning, ask the trainee to hone in on particular elements of your interactions. One day, it might be active listening (L = listen); another day, it may be presenting options and alternatives (S = solve).

- *Breaking interactions down into chunks makes them more manageable for someone who is just beginning.*


- **Ask the trainee for feedback** and comments on your interactions. What did they appreciate or notice? What do *they* think you could have done better?



- *This might seem contradictory to the idea of modeling, but research shows that learners assimilate behavior more readily if they perceive themselves as “creators” or contributors to the learning.*
- *Feedback is also insightful, as it shows us how the trainee’s learning style affects their reasoning. If you know how your trainee thinks through problems, you can better adjust your training.*



- **Repeat interactions of each type, when possible.** Conduct more than one business check, more than one school check, more than one foot patrol, etc.


- *Repetition reinforces the behavior you are trying to teach, and furthermore, not every interaction of the same type unfolds in exactly the same way.*

*Listen, Apologize, Solve, and Thank (LAST) is an acronym from procedural justice. You should ask if students remember this from previous training.*

<p><i>Repetition helps the learner deal with ambiguity or variations on one kind of situation.</i></p>	
<p><b>ACTIVITY IN PAIRS</b></p> <p><b>SAY:</b> All right, everyone. Now, we’re going to handle some calls for service with our trainees. I need three people to act as the “victims” in each of these cases (choose three students at random). Everyone else, find a partner to work with. One of you will act as the FTO, and the other, as the trainee. <u>The goal here is for you to practice the different elements of modeling we just discussed.</u></p> <p><b>ASK:</b> What are these elements, again?</p> <p><i>Refresh the students’ memories.</i></p> <p><b>Desired responses</b></p> <ul style="list-style-type: none"> <li>• Frame</li> <li>• Break it down (LAST)</li> <li>• Ask for feedback</li> <li>• Repeat</li> </ul> <p><b>ASK:</b> Great. And what about “LAST?” What does that refer to?</p> <p><b>Desired responses</b></p> <ul style="list-style-type: none"> <li>• Listen</li> <li>• Apologize</li> <li>• Solve</li> <li>• Thank</li> </ul> <p><i>BEGIN THE EXERCISE.</i></p> <p><i>While students are completing the scenario on slide 6, see some potential solutions in the right-hand column.</i></p>	<p><b>Slide 6</b></p> <hr/> <p>MODELING</p> <div data-bbox="971 445 1430 632">  <p>"I want my kids to be able to play in the space behind our home, but it is always full of trash, including needles and vials. People dump trash and use drugs back there. People dump trash back there all of the time."</p> </div> <p><b>DO NOT CLICK TO REVEAL THE VICTIM’S ROLE BEFORE BEGINNING THE EXERCISE.</b></p> <p><i>This and the following three slides will present various scenarios for students to practice modeling. Each slide represents a “victim” with a problem, which FTOs and their trainees must address.</i></p> <p><i>Choose three students at random to play the role of the victim in each case. Next, separate the rest of the class into pairs, and ask one pair to temporarily leave the room.</i></p> <p><i>The remainder of the class will observe the interaction to follow. Click to reveal the victim’s role to the actor, then call the pair outside back into the room.</i></p> <p><i>The observers should take notes on how the FTO presents the situation to the trainee and handles the call.</i></p> <p><b>Slide 6 (Repeated for clarity)</b></p>

	<p>MODELING</p> <div data-bbox="974 262 1427 447">  <p>"I want my kids to be able to play in the space behind our home, but it is always full of trash, including needles and vials. People dump trash and use drugs back there. People dump trash back there all of the time."</p> </div> <p><b>Possible solutions</b></p> <ul style="list-style-type: none"> <li>• Direct her to a community meeting so as to devise a collective solution to the problem.</li> <li>• Refer her to the Department of Public Works (DPW).</li> <li>• Put in a request through your 311 app.</li> </ul>
<p><i>Repeat the same procedure for slide 7.</i></p>	<p><b>Slide 7</b></p> <p>MODELING</p> <div data-bbox="974 961 1427 1148">  <p>"I'm a grad student. I need quiet to study in the evenings. My downstairs neighbor has a huge family and the racket is distracting. They are so loud that you can hear them from down the block."</p> </div> <p><b>Possible solutions</b></p> <ul style="list-style-type: none"> <li>• Speak in a calm voice. De-escalate the tension.</li> <li>• Speak with the neighbors about the problem.</li> <li>• Recommend conflict mediation.</li> </ul>
<p><i>Repeat the same procedure for slide 8.</i></p>	<p><b>Slide 8</b></p>

	<p>MODELING</p> <div data-bbox="972 260 1427 449">  <p>"I called you because the people that run that store are disrespectful to the people in this neighborhood. They come to this country and hardly speak English. They only take cash, and the other day they gipped me and charged me more than what the price sticker said. I tell you, officer, there's gonna be problems if they keep this up."</p> </div>
<p><b>CASE STUDY</b></p> <p><i>Play the video by clicking on the link.</i></p> <p><b>ASK:</b> Any of you ever had a call like this? Which of the officers would be a better model for a trainee? Why?</p> <p><b>ASK:</b> If you were with your trainee, how would you prepare or introduce this situation to them before stepping out of the car?</p> <p><b>ASK:</b> Can you think of any mistakes a trainee might</p>	<p><b>Slide 9</b></p> <p>MODELING: CASE STUDY</p> <div data-bbox="972 625 1427 814">  </div> <p><b>Video Link:</b>  <a href="https://www.youtube.com/watch?app=desktop&amp;v=A-1zwTCoj2k">https://www.youtube.com/watch?app=desktop&amp;v=A-1zwTCoj2k</a></p> <p><b>Desired responses</b></p> <ul style="list-style-type: none"> <li>• The second officer, since he took the time to <b>listen</b> (LAST) to the resident and acknowledge the problem.</li> <li>• The first officer went straight in for the citation, which isn't very community-oriented.</li> </ul> <p><b>Desired responses</b></p> <ul style="list-style-type: none"> <li>• I would say that we may hear some discriminatory opinions, but that we should remain impartial and avoid engaging in that regard. Keep things objective.</li> <li>• I would ask them to listen to how I interact with the resident, and pay attention to the solutions I put forth.</li> </ul> <p><b>Desired responses</b></p>

<p>make during this kind of interaction? What if, instead of a hippie van, it was a van with a large political banner painted across its side?</p> <p><b>ASK:</b> What kinds of solutions (<u>LAST</u>) would you want your trainee to propose to the old man?</p>	<ul style="list-style-type: none"> <li>• In an attempt to empathize, a trainee might agree with a resident's biased views.</li> <li>• The trainee might immediately go in for a citation, as in the video.</li> <li>• The trainee might forget to pass out a business card and/or thank the resident.</li> <li>• Other responses as dictated by the class.</li> </ul> <p><b>Desired responses</b></p> <ul style="list-style-type: none"> <li>• If he felt safe, ask him to speak to the hippies first, before calling the police.</li> <li>• Refer him to the city parking authority, which may be able to help.</li> <li>• Ask him to speak to his local community association to find other solutions (writing a councilman, etc.).</li> <li>• Ask him to tweet his local district about the problem (or post on NextDoor, etc.) so that it can be brought up as part of the neighborhood policing plan. Encourage his neighbors to do the same.</li> </ul>
<p><b>SAY:</b> A bit of humor now, everyone. I think that you'll find this clip to be funny, but it really illustrates how technology—for better or for worse—has moved us away from face-to-face interactions, which is a huge part of community policing.</p>	<p><b>Slide 10</b></p> <hr/> <p>OVERCOMING SOCIAL DETERRENTS</p> 
<p><b>SAY:</b> Do some of you ever feel this way in your</p>	<p><b>Slide 11</b></p>

personal lives? I'm sure we all do from time to time. Studies have shown that the average American checks their mobile phone 96 times per day. That's incredible!

We live in an age where unfortunately, technology has had some detrimental effects on our social capacity. Many of the trainees you will be teaching grew up in this sort of environment; they are the children of the smartphone. Whatever happened to talking to your neighbors? We have the NextDoor app now. What about chatting with strangers on the bus, or sparking conversations in the grocery line? We order groceries on Instacart. These seem like lost arts, yet they're exactly the kind of social or "soft" skills that we're trying to employ as community-oriented officers. We don't want to come across as "Robo-Cop."

**ASK:** What are some of the things you think act as social deterrents for police officers? What could keep them from wanting to engage with the public outside of their cars?

**ASK:** What are some ways you might help your trainee overcome such social deterrents?

One of the relatively straightforward ways to help ease trainees across that social threshold is by simply introducing your trainees to residents. When safety permits, making those first few introductions on their behalf can really get conversations going. This allows you to leverage existing relationships you may already have in the community as well.

**ASK:** How many of you currently maintain certain

#### OVERCOMING SOCIAL DETERRENTS



#### Desired responses

- Social awkwardness (introversion, lack of experience interacting with people).
- High workload (calls for service), fatigue.
- Desire to avoid confrontations or arguments with community members.
- Fear of criticism/complaints from the public, or from peers.
- Avoidance on the part of the community (i.e. – they don't want to speak to police).

*Responses will vary. Collect responses and briefly discuss the class' ideas.*

relationships with residents? Are they relatively close? Do you think you could easily introduce your trainees to them?

**SAY:** Another way of encouraging social interaction with residents is by emphasizing trust as a goal. Specifically, this can be done by reinforcing the principles of procedural justice. At the end of your shift, ask your trainee: did we gain or come closer to gaining the trust of anyone today?

**ASK:** Can anyone recall these elements of procedural justice? What do they mean?

**ASK:** What about interpersonal skills? What are some of the common behaviors shown by an officer who possesses strong interpersonal skills? And one with bad skills? What do they look like?

**SAY:** While working with your trainees, be sure to model interpersonal skills by referencing the “LAST” model (listen, apologize, solve, and thank).

After an interaction, sit down with your trainee and ask them to quiz you on your performance (this ties into our previous point on trainee feedback): How did I do according to the LAST model?

*Again, pause and collect responses, then briefly discuss with the class.*

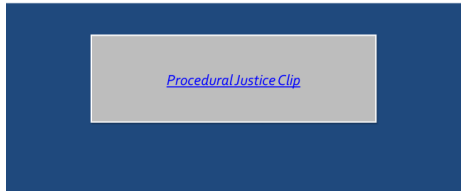
*Students may not provide the exact responses below, but guide them towards these as needed.*

#### **Desired responses**

- **Dignity and respect:** Treat others as you would like to be treated.
- **Voice:** Practice active listening.
- **Impartiality:** Explain what you’re doing to residents, and why. Be transparent with them and offer alternative solutions to problems.
- **Trustworthiness:** Be dependable and professional. Show that you can be counted on to do the right thing.

*Pause and collect responses from students, then briefly discuss.*



<p>The trainee will critique and analyze your performance, which can serve as a benchmark for their own interactions going forward. They will go into future contacts with an example and possibly some pointers from what they observed in you, and they will keep these in mind during conversation. <u>Remember: the most effective type of learning is participatory.</u></p>	
<p><b>ACTIVITY – THREE LARGE GROUPS</b></p> <p><b>SAY:</b> Let’s delve into procedural justice for a moment. The following video illustrates several scenarios where officers demonstrate procedural justice to varying degrees.</p> <p><i>Play the clip until 2:15, then ask the question below.</i></p> <p><b>ASK:</b> Did your officer do a good job in terms of procedural justice? Why or why not? Which elements were missing? Which parts did they do well?</p> <p><i>Again, each group will consider their particular officer (one, two, or three), and provide responses.</i></p>	<p><b>Slide 12</b></p> <hr/> <p>SOCIAL DETERRENTS: CASE STUDY PROCEDURAL JUSTICE AND "LAST"</p>  <p><i>Divide the class into three groups and assign each group an officer (officer one, two, or three) from the video. Each group will analyze the situation presented for each officer and offer their feedback.</i></p> <p><b>Video link:</b>  <a href="https://www.youtube.com/watch?v=ZQBj7r_AACw">https://www.youtube.com/watch?v=ZQBj7r_AACw</a></p> <p><b>Desired responses</b></p> <p><u>Scenario 1</u></p> <ul style="list-style-type: none"> <li>• The officer did not treat the woman with dignity or respect.</li> <li>• He used a confrontational tone during the stop.</li> <li>• He did not allow the woman to speak and did not practice any kind of active listening.</li> </ul> <p><u>Scenario 2</u></p> <ul style="list-style-type: none"> <li>• The officer assumed that hands in pockets represented an</li> </ul>

**ASK:** If one of your trainees were put into one of these situations as the lead, how do you think they would react? What if you had an assertive trainee? A nervous trainees? What could you do to prevent improper behavior?

imminent threat, and unnecessarily drew his weapon.

- After the woman intervened, it seemed that the officer was going to listen.

### Scenario 3

- This officer did the best job because he:
  - Allowed the person to speak.
  - Listened with empathy.
  - Used an understanding tone, reassuring the person in spite of their offense.
  - Offered alternatives to arrest.
  - Presented himself as a confidant, someone to be trusted in difficult times.

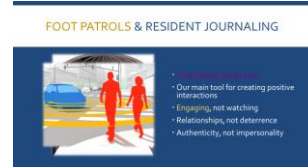
### **Desired responses**

- An assertive trainee might take the approach of officer one and use intimidation to “solve” the problem.
- A nervous trainee might take the approach of officer two, immediately reaching for protection due to preconceived ideas about a population.
- *Responses regarding prevention will vary.*

**SAY:** Okay, everyone, as an introduction to this section, we’re going to watch a short video about how community policing is done at the San Jose Police Department.

*Play the linked video. It is about foot patrols in San Jose.*

### **Slide 13**



*This slide contains one animation*

**Video Link:**

<https://www.youtube.com/watch?app=desktop&v=esEyu4I5SWc>

**SAY:** This one might be a bit esoteric for you all. We're talking about foot patrols now, one of, if not *the* main tool we have for actually carrying out positive interactions with the community.

**ASK:** Does anyone know what this image is, what it represents?

**SAY:** This is the *panopticon*. It dates back to the 18<sup>th</sup> century, and was explored in a book by French philosopher Michel Foucault in his 1975 book, *Discipline and Punish: The Birth of the Modern Prison*. It's a very good read, if you have the time. An interesting take on what later became the modern penal system.

I use this example because the panopticon has a lot to do with what happens if we do *not* perform foot patrols.

In the 18<sup>th</sup> century, the idea was to minimize the effort it took to *watch* people, to observe them. This was applied not only to prisons, but to hospitals, schools, and sanatoriums, too. As you can see, only a few guards would be required to keep an eye on prisoners.

(an image change). See the prompt below.

*It is unlikely that students will know the real answer, but their expected responses will illustrate the point.*

**Expected responses**

- Prison diagram/architecture.
- Community feeling like “prisoners” in their own homes.
- Public perception of the role of police in society.

They could see 360 degrees, such that prisoners would have to regulate their own behavior without unnecessary human interaction. They would only intervene when there was a problem, or when somebody called and needed food—things like that. It was one of the most alienating systems ever designed.

**ASK:** Are there technologies that resemble the panopticon today? Technologies that allow us to “watch” people without human contact?

*Praise anyone who mentions the car in particular. That is the main answer we’re looking for.*

**SAY:** That’s correct. Fast forward to 2021, and we have the car. From the car, we can watch without ever exposing ourselves. It keeps us detached from our neighborhoods and residents, and we only have to get out when we receive a call. Think about all of the defensive tactics we also learn related to the car. It’s our bulwark, but that keeps us distant from relationships.

**ASK:** What are some of the drawbacks of police using these kinds of technologies (not just the car, but others such as drones, etc.).

**SAY:** When training trainees, it’s imperative that they understand that the impersonality residents often see can impact community trust, impair relationships, and overall, lead to a lack of authenticity. We don’t want to be perceived as the modern, mobile panopticon. We want to be embedded in the fabric of society. And it’s not only us: focus groups with Baltimore residents have revealed that they want to get to know police

**Desired responses:**

- THE CAR, which creates a barrier between residents and ourselves. We can “watch” people from the comfort of our cars without having to deal with them personally.
- Security cameras: Ring, CCTV, etc.
- Shot spotters.

*Click to activate the animation.*

**Expected Responses**

- It impacts trust and assumes that people need to be “watched.”
- It appears to be blatant surveillance with no respect for privacy.
- It is very opaque, one-sided, and makes citizens uncomfortable approaching police with their problems.

more intimately, they want to see us acquainting ourselves with the ins and outs of their neighborhood. They want to chat and have a *voice* (recall procedural justice).

**SAY:** To accomplish this, we've designed a "resident journal" for you to use with your trainees. This is a sheet where they will document three significant relationships they develop with residents during foot patrols. It's a good way to evaluate your trainees' interpersonal skills in a live fashion.

The sheet is pretty straightforward, and contains fields for documenting what trainees learn about their residents (casual likes and dislikes, neighborhood concerns, etc.). This will motivate them to be proactive and seek contact with residents, start those conversations, and form relationships.

**ASK:** Do you see any potential problems with asking your trainees to connect with residents in this way?

**ASK:** What are some techniques you might use to avoid these problems during interactions with residents? What advice would you give your trainees?

**ACTIVITY – ROLEPLAY/GROUPS OF THREE**

## Slide 14

### FOOT PATROLS & RESIDENT JOURNALING

#### DO'S

- Start the conversation with topics unrelated to law enforcement.
- Try to obtain neighborhood information (+ and -), but don't insist.
- Establish a way for you to follow up with the person.
- Others?

#### DON'TS

- Say that this is a requirement for field training.
- Immediately ask for their full name ("lean" into it).
- Take notes on the sheet during the interaction.
- Others?

*Before beginning, pass out the resident journaling form.*

*Point out that this new form will be added to the Neighborhood Portfolio Exercise (NPE).*

### Expected responses

- Trainees could come across as "pushy" or inauthentic, seeking information to fulfill the requirement.
- Could intimidate residents, make them unwilling to chat.
- Could make it sound like it's some sort of intelligence-gathering or operation.

*Collect student responses, then compare them to the "DOs" and "DON'Ts" on the slide. Click once to introduce each column.*

## Slide 15

**SAY:** Now, we're going to do a little roleplay on informal engagement. I need some volunteers: who wants to participate?

**SAY:** Great. Each person will play a different role in their group during a "foot patrol." One of you will be an "FTO," another, a "trainee," and the last of you will play the "resident." Listen up for instructions on how to play your roles.

**FTOs:** Your goal is to assist the trainee in creating the most natural interaction possible with the resident. This may mean making the introduction yourself, or interjecting when you notice that the trainee may be too aggressive or awkward, and so on. After the interaction, you will debrief the trainee on their performance and provide them with suggestions. Once this is complete, your turn ends.

**Trainees:** Each of you should take on a different "personality" as a resident. One of you could be a resident who is reticent to speak to police, another could be a gregarious person who really speaks their mind, and yet another could be a fussy resident who constantly points out nuisances in their neighborhood. You're free to use your creativity

**Observers:** Your job is to take notes on the performance of each FTO/trainee and make recommendations at the end of the exercise.

#### IV. CLOSURE

**SAY:** Very good, everyone. Very good. I hope that this course provided you with some insight on how to guide your trainees during community policing activities.

#### FOOT PATROLS & RESIDENT JOURNALING



*Choose three groups of three at random. Each group will consist of an "FTO," a "trainee," and a "resident." Separate all of the residents from the FTOs/trainees and have them fill out the details of their fictional characters (just one each) on their resident journaling forms. Once the residents are ready, choose one of the FTO/trainee pairs to initiate contact with one of the residents. This will be the first of three distinct interactions.*

*You should let the "residents" consult each other to coordinate what type of personality they will play.*

*The rest of the class should take notes on how well the FTO/trainee manages the interaction.*

**Time:** 5 minutes

#### Slide 16

CONCLUSIONS

**ASK:** Let's see how much you've retained.

1. What is the main tool we use to engage residents in the field?
2. What are some of the techniques that we can use to instruct our trainees in community policing?
3. What are the elements of modeling?
4. How can we help our trainees have better one-on-one interactions with residents? What are some tips for this?

**SAY:** Good job, everyone. This concludes the course.

**Desired response**

- Informal engagement.
- Modeling, procedural justice, "LAST."
- Frame the interaction.
- Break it down into components.
- Ask *the trainee* for feedback.
- Repeat.
- If beneficial, make introductions to the residents.
- Start with topics unrelated to law enforcement. Be natural.
- Allow the resident to speak. Don't monopolize the conversation.
- Establish a means of following up with the resident.

# Field Training Program

## Resident Journaling Form

<b>Name of Trainee</b>	
<b>Primary FTO</b>	

*Fill in the information you learned about three different residents during your foot patrols or other community policing activities. Remember that not all residents will engage in the same way, so you may not be able to complete all fields. Use tact and discretion while trying to glean as much information as possible.*

### **Resident 1**

Name:

Place of birth:

Where they grew up:

Hobbies/interests/likes/dislikes:

Favorite places in the city:

Relationship status (single, married, significant other, etc.):

Neighborhood concerns:

1.

2.

3.

Preferred method of communicating with officers:

Other information:

### **Resident 2**

Name:



Place of birth:

Where they grew up:

Hobbies/interests/likes/dislikes:

Favorite places in the city:

Relationship status (single, married, significant other, etc.):

Neighborhood concerns:

1.

2.

3.

Preferred method of communicating with officers:

Other information:

### **Resident 3**

Name:

Place of birth:

Where they grew up:

Hobbies/interests/likes/dislikes:

Favorite places in the city:

Relationship status (single, married, significant other, etc.):

Neighborhood concerns:

1.

2.

3.

Preferred method of communicating with officers:

Other information: