

<p align="center">BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION</p> <p align="center">LESSON PLAN</p>		
<p>COURSE TITLE: Ethics & Integrity</p> <p>LESSON TITLE: Ethics, Integrity, & the Badge</p>		
<p>New or Revised Course: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</p> <p>Prepared By: Det. Edward Gillespie Date: 4-19-21</p> <p>Academic Director Approval: Director Gary Cordner Date:</p>		
PARAMETERS	<p>Lesson hours: 2 hours <input type="checkbox"/> Entry-level</p> <p>Class size: <input type="checkbox"/> Continuing Education</p> <p>Space needs: <input checked="" type="checkbox"/> Other</p>	
	STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)	
	LESSON HISTORY (previous versions, titles if applicable)	
<p>PERFORMANCE OBJECTIVES</p> <ol style="list-style-type: none"> Given a mind-mapping exercise students will define and explain the basic concept of policing ethics, to the satisfaction of the facilitator. Given a series of visual representation, students will be able to explain that there are different way of viewing right versus wrong, to the satisfaction of the facilitator. Given a case study and facilitated discussion, students will define deontology and explain the importance of deontology in policing, to the satisfaction of the facilitator. 	<p>ASSESSMENT TECHNIQUE</p> <ol style="list-style-type: none"> Mind-Mapping Exercise Facilitated Discussion Case Study & Facilitated Discussion 	

<p>4. Given a case study and facilitated discussion, students will explain the importance of deontology in policing peer intervention, to the satisfaction of the facilitator.</p> <p>5. Given a group activity, students will define and explain teleological ethical thinking and its impracticality for policing, to the satisfaction of the facilitator.</p> <p>6. Given a lecture and case study, students will define the Categorical Imperatives and their role in constitutional policing</p>	<p>4. Case Study & Facilitated Discussion</p> <p>5. Group Activity</p> <p>6. Lecture & Case Study</p>
<p style="text-align: center;">COURSE DESCRIPTION</p> <p>Within this course, <i>Ethics, Integrity, & the Badge</i>, there is a focus on the basic concepts of policing ethics, EPIC, and various ethical schools of thought noting which is best for policing in various circumstances.</p>	
<p style="text-align: center;">MPCTC OBJECTIVES (if applicable)</p> <p><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <p>N/A</p>	
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <p><i>Ethics, Integrity, & the Badge</i> lesson plan <i>Ethics, Integrity, & the Badge</i> PowerPoint</p>	
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <p>Computer Projector Chart paper and stand Markers</p>	
<p style="text-align: center;">STUDENT HANDOUTS</p> <p># Needed Title</p>	

N/A

METHODS/TECHNIQUES

Mind-mapping exercise, facilitated discussion, group activities, and case studies

REFERENCES

<https://www.oxfordbibliographies.com/view/document/obo-9780195396577/obo-9780195396577-0006.xml>

<https://www.politico.com/news/magazine/2020/06/15/chicago-bad-cop-police-reform-318955>

<https://plato.stanford.edu/entries/kant/>

<https://plato.stanford.edu/entries/consequentialism-rule/>

<https://plato.stanford.edu/entries/kant-moral/>

https://www.qcc.cuny.edu/socialsciences/ppecorino/medical_ethics_text/Chapter_2_Ethical_Traditions/Categorical_Imperative.htm

GENERAL COMMENTS

This lesson on ethics is designed for law enforcement learners at various levels of experience. It is best taught by an instructor of considerable experience who has familiarized themselves with various ethical schools of thought.

Lesson Plan Checklist (Part 1)

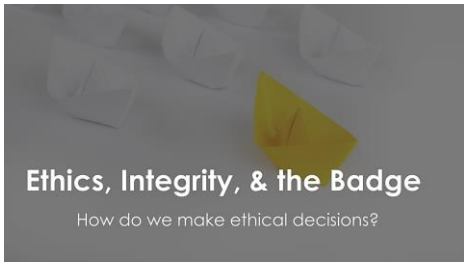
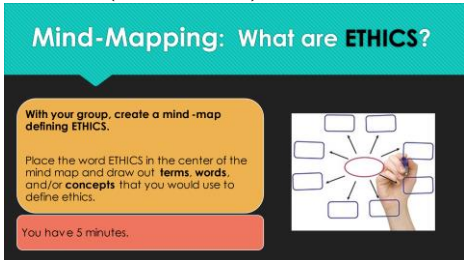
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are 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
Subject Matter Expert: Det. Edward Gillespie	Date: 4-19-21		
Curriculum Specialist: Dawn Peake	Date: 4-22-21		
Reviewing Supervisor: Sgt. Kara Gladden	Date:		
Reviewing Commander: Lt. Michael Brinn	Date:		

COURSE TITLE: Ethics & Integrity

LESSON TITLE: Ethics, Integrity, & the Badge

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Welcome to ethics. This topic is of particular interest to us as law enforcement officers. When we address the issue of ethics, the outcome of our decisions could impact someone's safety, freedom, or life itself. We need to be acquainted with various ethical schools of thought and how they influence policing.</p>	<p>Time: (10 minutes) <i>Facilitators should introduce themselves (if necessary) and briefly explain what the lesson is about and why it is important.</i></p> <p>Slide 1</p>  <p>Slide 1 is a dark gray slide with a yellow paper airplane in the upper right corner. The title 'Ethics, Integrity, & the Badge' is centered in white, with the subtitle 'How do we make ethical decisions?' below it.</p>
<p>MIND-MAPPING: Group Activity ASK: So, what are we talking about when we talk about ethics?</p> <p>With your group, create a mind map to define ethics. Place the word ETHICS in the center of the mind map and draw out terms, words, and concepts that you would use to define ethics. You have 5 minutes to work, then post your completed mind-maps on the wall.</p> <p>ASK: Now that you've had time to discuss, what are ethics?</p>	<p>Slide 2 (5 Minutes)</p>  <p>Slide 2 has a teal header with the text 'Mind-Mapping: What are ETHICS?'. Below the header, there are two main sections. The left section is a yellow box with the text: 'With your group, create a mind-map defining ETHICS. Place the word ETHICS in the center of the mind map and draw out terms, words, and/or concepts that you would use to define ethics. You have 5 minutes.' The right section shows a hand drawing a mind map with 'ETHICS' in the center and several branches. Below the yellow box is a red box with the text 'You have 5 minutes.'</p> <p><i>Have a representative from each group share their mind-maps.</i></p> <p>Expected Answers:</p> <ul style="list-style-type: none">• Doing the right thing.• What to do and not to do.• Not ending up on Youtube.

Ethics are how we define codes of right and wrong that are given to us by an institution or a social group. Examples of this are the codes that soldiers must follow as far as their deportment on the battlefield, the Hippocratic Oath for doctors, and the ethical codes that we sign and agree to as officers.

ASK: “Do you see how a person’s personal since of right and wrong – their morals – might conflict with the ethics of an institution?”

ASK: “Can you give me an example?”

Slide 3 (2 Minutes)

Ethics Defined

Social or institutional standards for what is right and wrong



Desired Responses:

Yes

Desired Responses:

A police officer who is anti-abortion but sent to guard a Planned Parenthood is an example.

What are Ethics?

ASK: Who are the people we see on this slide? What are the concepts that you see portrayed on the slide? What right-versus-wrong debates do you think surround the images that you see?

Before we really dig into policing ethics, let’s talk about the question of right and wrong and how dealing with these things can get complex. Notice, just from looking at this slide, there are different ways of viewing what is right and what is wrong. These differences are often personal ways of viewing right and wrong that leave us with different perspectives on the same questions.

ASK: How might the fact that there are different ways of viewing things in terms of right and wrong impact our work as police officers?

Slide 4 (5 Minutes)

What are ethics?






Desired Responses:

- Some people thought that slavery was ethically acceptable at the time, while others believed it was ethically wrong.
- Some people think of Benedict Arnold as showing extreme ethical flaws as he turned his back on the American rebels, but the British laud him as a hero.

Desired Responses:

- Ambiguous situations might ask for us to make right/wrong decisions when the answers are unclear.

<p>We are going to delve some more into what ethics are, some different ways of viewing right and wrong, what is expected of us, ethically, as cops, and how all of this impacts our work as police officers.</p>	
<p>II. INSTRUCTIONAL INPUT (CONTENT)</p> <p>PERFORMANCE OBJECTIVES Throughout this lesson, we will...</p> <ul style="list-style-type: none"> • Define and explain the basic concept of policing ethics • Explain that there are different way of viewing right versus wrong • Define deontology and explain the importance of deontology in policing • Explain the importance of deontology in policing peer intervention • Define and explain teleological thinking and its impracticality for policing • Define Categorical Imperatives and their role in constitutional policing 	<p>Time: (1 hour, 40 minutes)</p> <p>Slide 5</p> 
<p>What questions do we ask when we discuss ethics?</p> <p>These are some of the basic questions ethical thinkers ask:</p> <ul style="list-style-type: none"> • What is right behavior? • What is wrong behavior? • What does outcome have to do with ethical right and wrong? • What does duty have to do with ethical right and wrong? <p>ASK: Do you recognize these fictional characters? What ethical questions do they raise?</p> <p>So, clearly there are different thoughts about right and wrong. Clearly the ethics of society's laws say that our superhero icons are criminals and simply wrong for taking justice into their own hands, but we applaud</p>	<p>Slide 6 (5 Minutes)</p>  <p>Desired Responses:</p> <ul style="list-style-type: none"> • Killmonger's idea of right was to violently take over Wakanda and commit brutal acts, which some might see as wrong, but he did it to help the oppressed.

<p>them for confronting evil.</p> <p>ASK: We are given a code of ethics to which we are expected to adhere as officers. In spite of that do conflicts like the ones we see in our superhero icons ever arise for law enforcement officers?</p>	<ul style="list-style-type: none"> Batman refuses to kill, especially with guns, but he does circumvent the law. <p>Desired Responses:</p> <ul style="list-style-type: none"> Yes. Things can get a little complex on the street Yes. Sometimes right and wrong are not that clear.
<p>For instance...Is it ever okay to kill?</p> <p>We will continue to dig into what ethics are and the sort of question that ethicists ask. As law enforcement officers, we are all ethicists. We ask many of the same questions as academic ethicists, only we have to act on our ethical decision in areal-world space, not a classroom one.</p> <p>Think about this question...Is it ever okay to kill?</p> <p>Look at the pictures on this slide and ask yourself two questions:</p> <ul style="list-style-type: none"> What do I think is right or wrong? Why would someone think other than I do? <p>ASK: What are the different ethical schools of thought on the correctness of killing? How might there be a debate over the issue of killing in these cases?</p>	<p>Slide 7 (5 Minutes)</p> <div data-bbox="971 567 1435 825"> <p>For instance ... Is it ever okay to kill?</p>  </div> <p><i>Click to reveal photos on slide for discussion.</i></p> <p>Expected Answers:</p> <ul style="list-style-type: none"> No, a baby is defenseless. It's a baby. I would kill Hitler. A Buddhist might say that any killing, from the fly to Adolph Hitler, is wrong. Some soldiers or police officers would say that killing is only right if the being is a threat, like Hitler or the gang members. A pacifist would not kill anyone. <p><i>Guiding questions, if needed:</i></p> <ul style="list-style-type: none"> Who might say that it is ethically ok to kill a baby? Who might not say that? What might lead someone to say that it is ethically unsound to kill even a fly?

<p>ASK: What does our institution of policing tell us about the ethics of killing?</p> <p>ASK: Might an officer, in a given circumstance that does not fit the institution's ethical guidelines, be tempted to take a contrary view on use of force, violence, and killing?</p> <p>With this simple, but profound, question we can see how there are different ways of thinking – some personal and some institutional - that might fall into conflict.</p>	<p>Desired Responses:</p> <ul style="list-style-type: none"> • We can use deadly force only when very specific circumstances arise • Of course. What if a mass murdered or a child molester surrendered you after being caught red-handed.
<p>Is it ever right to lie?</p> <p>Look at the animations on this slide and ask the same questions of yourself:</p> <ul style="list-style-type: none"> • What do I think is right or wrong? • Why would someone think other than I do? <p>ASK: What might some ethicists versus others say about the correctness of lying? How might there be a debate over the issue of lying in these cases?</p>	

ASK: Do the ethics of law enforcement tell us that it is ok to lie in some circumstances?

ASK: In other words, it's ok to lie to get the bad guy?

ASK: So why isn't it ok to plant drugs and write false statements?

We are already starting to see how complicated this subject can be for us.

IMPORTANT: Make it clear to the class that even though the end of lying may justify the means in certain cases, it does not mean that it is “right” according to organizational standards. The framework of ethics is, in the area of policing, contingent upon not only what ethicists may find to be acceptable, but upon policy requirements which may surpass otherwise reasonable actions in society.

The case of the GTTF is a good example of this: sure, the GTTF did perhaps thwart *some* criminals by giving police reason to make the arrests, but the unit ultimately suffered consequences because their actions were wrong according to organizational and legal standards.

Slide 8 (5 Minutes)

Click to reveal each.



Desired Responses:

- Some might say that if lying protects the greater good— like lying to drug dealers— it would be right.
- Some might say that no lying is ever right.
- Some might say that a CIA agent lying to a terrorist to gain information is perfectly fine, but a person in government service lying to Congress to cover corruption is not acceptable.

If learners are uncertain about how to proceed, guide them with questions such as:

- *Can you see someone saying that lying to the enemy under torture is a ethically sound?*
- *Who would justify lying to get their kid into college? Who would say that that is unacceptable?*

Desired Responses:

- Yes. If you are trying to dupe a suspect it is ok.
- Yes. If you are working undercover.

Desired Responses:

- Yes.

Desired Responses:

- Yes

NOTE: *It would be useful to point out the picture of the GTTF and ask such questions as:*

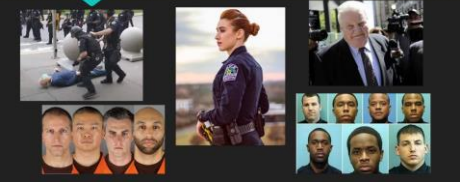
Didn't the GTTF get some people with criminal backgrounds and lifestyles off the street?


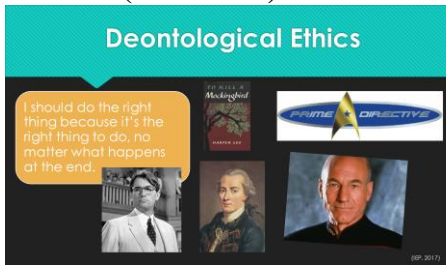

Can you see someone justifying police lies and corruption (such as planting drugs and dropping guns) if it thwarts criminals?

Is torture ethically acceptable?

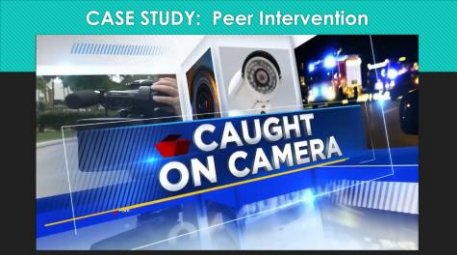
Let's talk for a minute about torture. Is torture ethically acceptable?


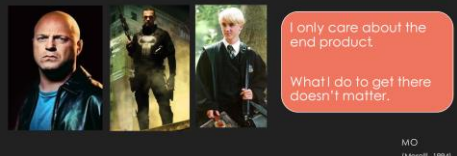
Slide 9 (2 Minutes)


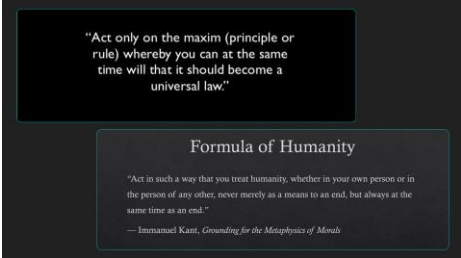
<p>others</p> <ul style="list-style-type: none"> • Meta-ethics - An attempt to understand the intrinsic nature of ethics • Utilitarianism - What is good is what causes the greatest happiness for the greatest amount of people. 	<ul style="list-style-type: none"> • Virtue Ethics - Based on Aristotle's ideas of the ethical man • Altruistic Ethics - What is good is what helps others • Meta-ethics - An attempt to understand the intrinsic nature of ethics • Utilitarianism - What is good is what causes the greatest happiness for the greatest amount of people. <p><i>Review the types not shared by students. If students were not familiar, share definitions of each.</i></p>
<p>What does all of this have to do with us? Let's talk about what all of this has to do with our work as police officers.</p> <p>ASK: Do you recognize any of these people? Who are they?</p>	<p>Slide 11 (5 Minutes)</p> <div data-bbox="971 867 1433 1127"> <p>What does all of this have to do with us?</p>  </div> <p><i>Click to reveal the images.</i></p> <p>Desired Responses:</p> <ul style="list-style-type: none"> • Those are the cops from Buffalo that needlessly knocked down an old man and left him to bleed on the sidewalk. • That is John Burge, a Chicago police commander who tortured two hundred people throughout a career that lasted from 1972 to 1991. • These are the cops who murdered George Floyd. • This is the BPD's Gun Trace Task Force.


<p>ASK: Do you think that these cops felt that they were ethically justified?"</p> <p>ASK: What do these images have to do with ethics and law enforcement?"</p>	<p>Desired Responses:</p> <ul style="list-style-type: none"> • Yes. It's easy to see that they felt that could justify their actions. <p>Desired Responses:</p> <ul style="list-style-type: none"> • These show that cops can go off the rails and do some pretty bad stuff. • We, as cops, can do a lot of damage to people's lives if we don't get our right and wrong lined up properly.
<p>Deontological Ethics Deontological ethics, also known as, "Duty Ethics" – public service. They are based around the expectations of one's duty.</p> <p>Duty Ethics:</p> <ul style="list-style-type: none"> • What you ought to do in a situation • What must be done for the greater good 	<p>Slide 12 (2 Minutes)</p> 
<p>Deontological Ethics, Cont'd. Deontological ethics is based on the premise: I should do the right thing because it's the right thing to do, no matter what happens at the end.</p> <p>The guy with the wig here in the center of the slide is Immanuel Kant. He was an 18th Century German philosopher and he came up with this idea.</p>	<p>Slide 13 (2 Minutes)</p>  <p>NOTE: <i>Point out Kant.</i></p>
<p>CASE STUDY: What is the right thing? I should do the right thing because it's the right thing to do, no matter what happens at the end.</p> <p>Let's take a look at a case study from a popular movie, <i>Lethal Weapon 2</i>. The 1989 film portrays 2 LAPD detectives chasing down South African drug dealers. In the final scene, the officers stumble upon the drug</p>	<p>Slide 14</p>  <p><i>(Run time: 2 mins, 4 secs.)</i></p>

<p>storage of the drug dealers. As you watch, think about the ethical issue presented.</p> <p>ASK: “What is the ethical conflict here?”</p> <p>ASK: “What does Murtaugh, the older officer who first discovers the money, say that helps us understand some aspects of police corruption and ethical turpitude?”</p> <p>ASK: What does Riggs, the younger officer in the case study, say that tells you something about how some officers view police misconduct?</p> <p>EXPLAIN: These officers represent 2 different ways of thinking that often lead officers into doing the wrong thing. Officers often feel justified in their ethical transgressions because of their personal situations.</p> <p>ASK: What would a deontological officer do?</p> <p>EXPLAIN: Notice that when Murtaugh suggested the benefit of taking the money, Riggs did not intervene with deontological thinking. Let’s talk about peer intervention, such as EPIC, and duty-based ethics.</p>	<p>Desired Response:</p> <ul style="list-style-type: none"> • Whether or not the officer should take the money. <p>Desired Responses:</p> <ul style="list-style-type: none"> • He talks about how he could put his kids through college with the money in his hand. • His desire to finance is kids’ education. <p>Desired Response:</p> <ul style="list-style-type: none"> • He expresses that stealing the money would be doing some good if the other officer stole it. • He seemed to feel that Murtaugh deserved it. <p>Desired Response:</p> <ul style="list-style-type: none"> • Not take the money.
<p>CASE STUDY: Peer Intervention</p> <p>ASK: What is peer intervention when it comes to policing? Think about EPIC.</p>	<p>Desired Responses:</p> <ul style="list-style-type: none"> • Stepping in to stop your partner from potential misconduct / going off the rails. • Preventing misconduct and/or mistakes • Promoting officer wellness • Rank neutral

<p>ASK: What positive outcomes can result in the EPIC effect?</p> <p>We're now going to watch a case study. After viewing, discuss, in your groups, how peer intervention could have played a role in this incident having a more ethical outcome.</p> <p>Discuss in your groups.</p> <p>ASK: Would you agree that this was not an ethically-sound outcome in terms of the officer's duty to protect and serve, de-escalate, etc.?</p> <p>ASK: How could peer intervention have played a role in this incident having a more ethical outcome?</p>	<ul style="list-style-type: none"> • Recognition of potential triggers • You intervene to get that officer back into the vein of doing what their duty prescribes instead of what they are feeling at the moment. • You intervene on the behalf of duty and what ought to be done. <p>Desired Responses:</p> <ul style="list-style-type: none"> • Fewer disciplinary issues • Fewer citizen complaints • Fewer officer grievances • Fewer lawsuits and scandals <p>Slide 15</p>  <p><i>(Run time: 3 mins, 7 secs.)</i></p> <p><i>Allow groups to discuss for about 2-3 minutes.</i></p> <p>Desired Response:</p> <ul style="list-style-type: none"> • Yes <p>Desired Response:</p> <ul style="list-style-type: none"> • Speaking up when an officer does something wrong.
<p>Peer Intervention</p> <p>ASK: Looking at the case study, who could have intervened and how?</p>	<p>Slide 16 (2 Minutes)</p>

<p>ASK: How would that intervention have shown ethical duty?</p>	<div data-bbox="971 197 1435 451"> <h3>Peer Intervention</h3> <p>Looking at the case study, who could have intervened and how?</p> <p>How would that intervention have shown deontology?</p>  </div> <p>Desired Response:</p> <ul style="list-style-type: none"> The other officer could have interjected himself between the two, de-escalating the situation and bringing it to an ethically sound end. <p>Desired Response:</p> <ul style="list-style-type: none"> The other officer could have pulled his partner back in line with doing his ethical duty.
<p>Teleological Ethics</p> <p>We are now going to discuss teleological ethics and how they differ from deontological ethics. Look at these images. Some of you may recognize some characters and not others. In your groups, discuss what the images on this slide mean.</p> <p>ASK: How do they help us understand the meaning of the term teleological ethics?</p> <p>So, we generally understand that in the same situations that an officer should use deontological reasoning, she could, incorrectly, use teleological reason. When faced with a problem, the officer could opt to view things, not in terms of duty, but in terms of outcome.</p>	<p>Slide 17 (10 Minutes)</p> <div data-bbox="971 968 1435 1226"> <h3>Teleological Ethics</h3>  </div> <p>Desired Responses:</p> <ul style="list-style-type: none"> Whatever gets the job done is right. Vick Mackey – corrupt cop from the tv show The Shield who breaks just about every rule to get the job done. The Punisher – Vigilante ex-Marine who wantonly kills criminals, starting with the ones who murdered his family Draco Malfoy – Heartless, ambitious Hogwarts student in Harry Potter

<p>CASE STUDY: How does this work for you?</p> <p>This is a clip from the 2002-2008 TV show, <i>The Shield</i>. It portrays Detective Vic Mackey, the head of an anti-gang strike team that operates much like Baltimore's GTTF. He has been called in to deal with a particularly hard-to-crack suspect. The suspect is accused of having taken a small girl as a sex-slave captive.</p> <p>While viewing think about whether this is efficient and properly-conducted police work.</p> <p>ASK: Does this work for you as efficient and properly-done police work?</p>	<p>Slide 18</p> <p>CASE STUDY: How does this work for you?</p>  <p>(Run time: 2 mins, 19 secs.)</p> <p>Desired Response:</p> <ul style="list-style-type: none"> • This is illegitimate because the proper procedure wasn't followed.
<p>So, we see, so far, that using our ethical duty as a touch stone for what is ethically appropriate is the way to go for police. Discuss these 2 quotes with your group. Explain why each is important for police.</p> <p>ASK: Who wants to take a stab at what Kant meant when he said these things? What does the first quote mean? Why is it important for police?</p> <p>EXPLAIN: This first quote uses some language that seems odd to us. A way for us to understand it is to ask, "Is this the way police should behave all of the time in this situation?" This is the idea that if you choose a course of action, you must be able to justify it as always being universally applicable in a similar situation. That is, this is the way people should always behave. As an officer, you should be able to ask and answer the question "Should police behave this way?" Think of it this way: the constitution applies to the lives of Americans always, and your decisions should fit with it,</p>	<p>Slide 19 (10 Minutes)</p>  <p>Desired Response:</p> <ul style="list-style-type: none"> • The thing I choose to do here and now is right because it should always be done and is <i>always</i> right.

<p>always.</p> <p>ASK: What does the second quote mean? Why is it important for police?</p> <p>EXPLAIN: This quote simply says that your decision should take into account whether your decision and the things you do to reach your goals do so by still valuing human beings and their needs. The dignity, well-being, health, and very lives of people must always be at the forefront.</p>	<p>Desired Response:</p> <ul style="list-style-type: none"> To make proper ethical decisions, we need to value human beings just for being human beings.
<p>CASE STUDY: The Philadelphia PD In this next case study, you will view the Philadelphia PD. While viewing, think about the ethical short coming the supervisor saw in his behavior and that of other officers.</p> <p>ASK: What ethical short coming the supervisor saw in his behavior and that of other officers?</p> <p>ASK: Think back to the quote on the Formula of Humanity. How would it have helped this situation?</p>	<p>Slide 20</p>  <p>(Run time: 3 mins, 44 secs.)</p> <p>Desired Responses:</p> <ul style="list-style-type: none"> They were brutal and racist. They unfairly targeted black people. <p><i>If needed, go back to the previous slide, and show the “Formula of Humanity” quote.</i></p> <p>Desired Response:</p> <ul style="list-style-type: none"> Viewing humans as having value because they are, quite simply, human would have the officers check their behavior.
<p>Kantian “Good Policing” Test Let’s look at the elements of the Kantian “good policing” test..</p>	<p>Slide 21</p>

<p>Formulate your maxim clearly – state what you intended to do, and why.</p> <p>ASK: What does this mean?</p> <p>Imagine a society in which every officer supported and acted on your maxim of “I will arrest every person that I see doing minor infractions to send the message that nothing illegal will be tolerated here.”</p> <p>ASK: “How would it be if every cop acted this way.”</p> <p>ASK: Will your goals as a police officer be achieved in a society like this?</p> <p>ASK: And what about this question about prioritizing humanity?</p>	<div data-bbox="971 193 1435 451"> <div>Use the Kantian “Good Policing” Test</div> <div>Formulate your maxim clearly– state what you intended to do, and why</div> <div>Imagine a society in which every cop supported and acted on your maxim</div> <div>Ask: Can my goal as a police officer be achieved in such a society?</div> <div>Then ask: Does my maxim prioritize humanity as a value in and of itself?</div> </div> <p>Desired Response:</p> <ul style="list-style-type: none"> What am I going to do and why am I going to do it? <p>Desired Response:</p> <ul style="list-style-type: none"> If every officer was locking up everyone for every little thing people would become resentful and fearful of us. <p>Desired Response:</p> <ul style="list-style-type: none"> No. It would be a police state in which people still tried to circumvent the law. <p>Desired Response:</p> <ul style="list-style-type: none"> Clearly, this route would not prioritize humanity and human dignity.
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<p>III. REVIEW/EVALUATION/CLOSURE</p>	<p>Time: (5-10 minutes)</p> <p>Slide 22</p>
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Let's do a quick review.

ASK: What are deontological ethics?

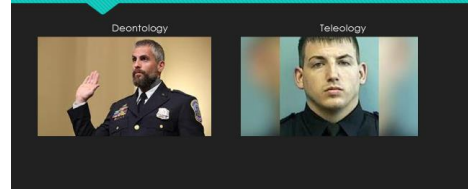
ASK: What are teleological ethics?

ASK: Why is deontology better for us as cops?

Questions

ASK: What questions do you have for me?

Ethics in review



Desired Response:

- They are ethics based on duty and what ought to be done.

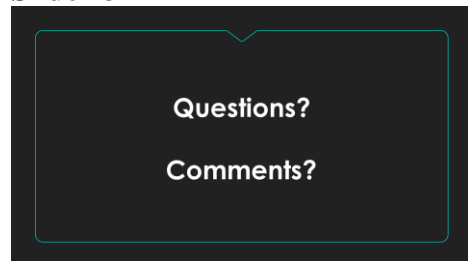
Desired Response:

- These are ethics based on outcomes and not on correct processes.

Desired Response:

It keeps us true to the Constitution, promotes legitimacy, and makes sure we are doing things the correct way

Slide 23



The instructor should answer as many questions as time allows.