Cultural Awareness

GPSTC Police Legitimacy, Procedural Justice, and Community Relations Curricula

Online Training Course

Program of Instruction

Georgia Public Safety Training Center

Instructional Services Division

February 2017

Cultural Awareness

2 hours

Purpose

The purpose of this Program of Instruction is to provide other training entities a reference document related to the design of, and resources used in, the GPSTC Police Legitimacy, Procedural Justice, and Community Relations Curricula.

Instructional Goal

The instructional goal for this course is to provide students with knowledge and understanding of the importance of recognizing cultural differences in order to foster positive community relations.

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Evaluation Plan

A written examination should consist of 20 multiple-choice questions designed by the agency instructor. The questions must follow the prescribed method of test development according to POST Uniform Academy Rules and Regulations.

The quality and effectiveness of this course should also be evaluated through feedback from course participants using course evaluation forms, observation by instructional supervisors, and feedback from graduate.

Terminal Performance Objective

Given the need to interact with the public, the officer will recognize cultural differences to ensure a stronger focus on positive community relations, in accordance with the concepts included in the GPSTC Police Legitimacy, Procedural Justice, and Community Relations Curricula.

Enabling Objectives

1.   Evaluate how diversity, prejudice, bias, and personal experiences can impact individual police officers.

2.   Discuss and differentiate in-groups and out-groups and the impact on police officer and citizen contact.

3.   Discuss the difference between explicit and implicit bias and its impact on procedural justice and police legitimacy.

4.   Discuss the difference between System 1 and System 2 thinking and impact on bias.

5.   Discuss how improved cultural awareness and community relations establish police legitimacy and supports procedural justice.

Topical Outline

I.   Prejudice, Bias, and Personal Experience

   A.   Demographic Information

   B.   When considering procedural justice, imperative to have clear understanding of prejudice, bias, and personal experience.

   C.   Officers are:

      1.   Saturated with law enforcement tactics and ideas.

      2.   Perceive everyone outside of law enforcement as criminals.

      3.   Reality far from that perception.

   D.   Each of us develop our own likes and dislikes.

      1.   In-groups

      2.   Out-groups

   E.   Reading Assignment

      1.   "Social Bias – Prejudice, Stereotyping, and Discrimination" Accessed: http://fliphtml5.com/bikv/vwwd/basic/

II.   In-Groups and Out-Groups

    A.   In-Groups

        1.   Prefer to be around them.

        2.   Most comfortable around them.

        3.   More loyal to them.

        4.   See them as more trustworthy.

        5.   Spend more time getting to know them.

    B.   Out-Groups

        1.   Consider outsiders.

        2.   Anyone not a part of in-group.

        3.   Opposite from us in every way.

        4.   Only make efforts to know a person in an out-group when we need something from them.

        5.   When we make the effort:

            a.   We take the time to get to know them as an individual.

            b.   Build a new and larger in-group.

    C.   Consider how you interact with citizens and how they interact with you.

    D.   Police encounters often viewed by citizens in terms of their societal position, not the immediate circumstances.

        1.   The more different the citizen and the officer the greater the odds of disrespectful behavior toward the other party.

    E.   Must be conscious of tendencies toward in-groups and out-groups.

        1.   May lead to racism and discrimination.

        2.   "Us" versus "Them"

F.   Racism and discrimination in law enforcement quickly destroys police legitimacy.

G.   How do racism and discrimination form?

       1.   Susceptible to bias.

       2.   Biases formed from stereotypes and prejudices.

H.   Stereotypes

       1.   Generalizations about perceived or typical characteristics of a societal group.

       2.   Group people into categories based on race, gender, role, and age.

       3.   Stereotypes do not have to represent something negative.

       4.   Problems occur when characteristics are placed on a person based on the category.

I.   Video Presentation

       1.   "Us versus Them: Kim Bogucki, TEDx Pennsylvania Avenue" Accessed: https://www.youtube.com/watch?v=aevrVzymeOA

III.   Explicit and Implicit Bias

A.   Two types of bias:

       1.   Explicit bias:

              a.   Conscious preference for or against a group.

              b.   Based on stereotypes and prejudices.

              c.   Can be positive or negative.

       2.   Implicit Bias:

               a.   Unconscious preferences formed based on stereotypes and prejudices.

              b.   Outside our awareness.

    c. More difficult to understand and recognize.

    d. Do NOT line up with explicit biases.

    e. Extremely pervasive and powerful.

 B. Law Enforcement and Bias

   1. Implicit biases can be detrimental to procedural justice and police legitimacy.

   2. Remember-Everyone has implicit biases.

    a. Cannot simply look inside yourself to find them.

    b. Have a real world effect on your behavior.

    c. Implicit biases can relate to:

      i. Race

      ii. Religion

      iii. Gender

      iv. Sexuality

      v. Disability

      vi. Height

      vii. Weight

 C. Video Presentation

   1. "Not So Black and White"
      Accessed: https://www.youtube.com/watch?v=EutTfSJqg-4

 D. Reading Assignments

   1. "Can Police Departments Reduce Implicit Bias?"
      Accessed:http://greatergood.berkeley.edu/article/item/can_police_departments_reduce_implicit_bias

2. "Can We Reduce Bias in Criminal Justice?"
Accessed: http://greatergood.berkeley.edu/article/item
/can_we_reduce_bias_in_criminal_justice

3. "Understanding Bias – A Resource Guide"
Accessed: https://www.justice.gov/crs/file/836431/download

IV. System 1 and System 2 Thinking

A. Two modes of thinking contribute to implicit and explicit biases:

1. System 1

a. Automatic thinking.

b. Requires no thought or effort.

2. System 2

a. Conscious thinking.

b. Very deliberate.

B. Law enforcement utilizes System 1 often.

1. Evaluate situation within 200 milliseconds to determine if threat exists.

2. Officers associate characteristics with groups.

3. Based on influences of family, friends, media.

C. As associations strengthen, they become System 1 thinking.

1. Police legitimacy largely affected when officers form associations.

2. Associations form when officers interact frequently with small percentage of citizens that commit crime.

D. Citizens also form associations to officers.

1. Negative interactions = negative perceptions of police.

a. Even if person does not personally have negative interaction.

b.   Can still have negative perception of officers based on someone else's negative interaction.

c.   Opportunities are extremely less for transfer of positive encounters.

E.   Implicit biases.

1.   Everyone has implicit biases

2.   Can present in ways we do not consider.

3.   Implicit bias is normal.

4.   Everyone has them.

5.   Does not mean you are a bad person.

6.   Normal human thought process.

7.   Implicit biases can be changed.

a.   Once recognized and acknowledged make every effort to alter effects.

b.   Repressing (not talking about biases) can amplify the negative impact of associations.

c.   This training alone is not enough to eliminate implicit bias.

d.   Takes conscious effort and action

F.   Recognize that everyone has biases.

1.   Question our own objectiveness.

2.   Seek additional education and awareness.

3.   Recognize when we are most vulnerable to biases taking over.

a.   Time constraints.

b.   Incomplete information.

  c. Compromised cognitive control.

    i. Processing too much information.

    ii. When we are fatigued.

    iii. During these times:

      aa. Deliberately slow down.

      bb. Engage System 2 thinking.

4. Label each stereotype and reflect why they occur.

  a. Allows us to avoid biased responses and replace with unbiased response.

  b. Counter stereotypical imaging.

    i. Look for examples that challenge negative associations.

    ii. Seek out opportunities to actively replace negative imaging.

    iii. Do not rely on stereotypes.

    iv. Seek out individuals belonging to out-groups and engage them in meaningful way.

    v. Use empathy during contacts with out-group individuals.

  c. Empathy

    i. The ability to understand and share the feelings of another person.

    ii. Achieved by using intention, attention, and time

      aa. Intention-actively working on overcoming bias.

      bb. Attention-looking for opportunities to replace negative associations.

      cc. Time-Realizing that this will not happen overnight.

        d.   Watch your first thought.

            i.   Paying attention to our first thoughts from our unconscious:

                aa.   Prevent us from operating on autopilot.

                bb.   Help us to discover our biases.

                cc.   Ask yourself: Would you feel the same way if the person was in another group?

                dd.   Monitoring your first thoughts is a way to become aware of biases.

    G.   Defeating System 1 and System 2 Thinking

        1.   Use the Power of Logic.

            a.   Powerful tool that can defeat knee-jerk reactions to personal experiences and environments that is embedded in unconscious.

            b.   How many people do you actually know that conform to your bias?

            C.   Allows you to see the person for who and what they really are and prevent a biased decision.

        2.   Act as if the bias does not exist.

            a.   One of the most powerful anti-bias tools.

            b.   Use specific, concrete, measurable behaviors that run counter to biases:

              i.   May not change officer's actions.

              ii.   Could prevent a negative encounter.

              iii.   Helps reinforce police legitimacy.

3.   Value diversity.

       a.   Find common ground with others.

       b.   Desire to change biases is not enough.

       c.   Reach out to people with different interests.

       d.   Open up more lines of communication and understanding.

       e.   Will help bridge the gap.

H.   Reading Assignment

1.   "Policing in Black and White"
Accessed: http://www.apa.org/monitor/2016/12/cover-policing.aspx

V.   Cultural Awareness to Establish Police Legitimacy and Procedural Justice

A.   Police Legitimacy

1.   Based in perception that public will allow itself to submit to lawful authority.

2.   When the public views an agency as morally:

       a.   Just

       b.   Honest

       c.   Worthy of trust

       d.   Worthy of confidence

3.   There is police legitimacy when the public views the police as authorized to exercise the power to:

       a.   Maintain order.

       b.   Manage conflict.

       c.   Solve problems in the community.

4.   Police legitimacy is achieved through tactics of procedural justice.

  a. Procedural justice

    i. Utilizing procedures and tactics that allow citizens to be treated fairly and with respect.

    ii. Techniques used to gain police legitimacy.

  b. Cultural awareness helps establish police legitimacy and support procedural justice.

    i. Reduce implicit biases.

    ii. Better equipped to deploy tactics of procedural justice.

B. Four Principles of Procedural Justice

 1. Give others a voice.

 2. Act neutral, consistent, transparent, and non-prejudiced.

 3. Respectful treatment.

 4. Trustworthiness.

C. Cross-Cultural Communication Traps

 1. Limited English Proficiency.

  a. Subject cannot read, write, or effectively understand English.

  b. Officers are required by law to assist with understanding.

  c. Must provide accommodations for those with limited English proficiency.

  d. Several resources available to assist officers with communicating in cross-cultural situations:

    i. Interpreters.

    ii. Language cards.

    iii. Bilingual officers.

    iv. Published materials in other languages.

v.   Apps for searching, translating, and interpreting.

2.   Avoiding cross-cultural traps.

     a.   Do NOT attempt to "sound" like "them".

          i.   Offensive.

          ii.   Sounds like "mocking".

     b.   Do NOT try to fit in.

     c.   Do NOT try too hard to not offend.

          i.   Results in other person mistrusting your actions.

     d.   Do NOT label.

     e.   Do NOT use derogatory terminology.

3.   Officers must attempt peaceful actions when possible.

     a.   Not all situations allow for procedural justice tactics.

     b.   Time and safety factors that prohibit opportunities for utilizing.

4.   REMEMBER: Not every interaction with a citizen has to be a battle.

D.   Video Presentation

1.   Mending Broken Trust: Police and Communities They Serve: Charles Ramsey, TEDx Philadelphia
Accessed: https://www.youtube.com/watch?v=mbNCatXqcLw

Instructional Guide

This block of instruction could be enhanced by the use of a practical exercise, role-playing, or demonstration.

Instructor References

The instructor should identify current references for this block of instruction, including, but not limited to, the Peace Officer Reference Text, the Georgia Criminal and Traffic Law Manual, and the Georgia Criminal Procedure Manual for Peace Officers, as amended.

The following references were used in the original development of this course.

DeWine, Mike. (2015). The Ohio Peace Officer Training Commission: Community Relations. [PowerPoint slides].

Georgia Bureau of Investigation. 2015 Crime Statistics Summary Report. [Data File] Retrieved from https://gbi.georgia.gov/sites/gbi.georgia.gov/files/related_files/ site_page/2015%20Crime%20Statistics%20Summary%20Report.pdf

United States Census Bureau. (2015). Quick Facts Georgia. [Data File] Retrieved from https://www.census.gov/quickfacts/table/PST045215/13