

SANTA ANA POLICE DEPARTMENT

Principled Policing and Implicit Bias

CCN#2490-20279

4 Hours

Developed 8/10/21

PURPOSE:

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

This course continues the discussion on Principled Policing by introducing the topic of Implicit Bias. In Part 1, students were introduced to Procedural Justice and how it garners cooperation between the community and law enforcement. Part 2 introduces the concept of Implicit Bias and its role in Principled Policing.

I: MODULE 4: HISTORICAL AND GENERATIONAL EFFECTS OF POLICING

- A. Overview: Module 4 examines the historical and generational effects of policing. It provides an opportunity to better understand the impact of the racialized legacy of policing on present day policing practice and policy. By the end of this module, students are expected to understand the concepts of deposits and withdrawals and relate them to procedural justice.
- B. Teaching Objective: Upon completion of this module, the following concepts will be clear:
 - 1. Historical and generational effects of policing
 - 2. Experiences of policing in communities of color
 - 3. How perceptions and expectations affect policing, and
 - 4. What can be done at the individual and agency level, deposits and withdrawals?
- C. Learning Objective: Upon completion of this module, students will understand:

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1. Why relationships are strained and that police/law enforcement has, and still is, used as a tool of corrupt governments to implement unjust laws both in the US and in other countries
 2. How communities in which officers serve are products of that history and that reality
 3. Why officers need to understand this and how this impacts the common goal of a safer community and better relationships with the public
 4. Deposits and withdrawals and the role of procedural justice in making more deposits
 5. The impact that law enforcement can have on this process
- D. INTRODUCTION OF CIVILIAN/COMMUNITY INSTRUCTOR (Agency options on instructor)
1. Community partner speaking from personal experience
 2. Commitment to thorough analysis of law enforcement impacts and interactions for all communities with low levels of trust with law enforcement
 3. Commitment to a different future for black and brown communities affected by crime
- E. HOW DID WE GET HERE?
1. Police used to enforce racist laws
 2. Historic experiences of policing in communities of color
 3. Current instances of misconduct
 4. Examples of personal narratives, supporting data
- F. WHAT CAN WE DO?
1. Community bank account, deposits and withdrawals
 2. Growth vs fixed mindset, research and implications
 3. Every interaction as an opportunity for a deposit – making every interaction count
 4. Working together
 5. Proactive involvement by law enforcement
- G. The student will participate in a **Learning Activity** regarding the historical relations between the black and brown communities. Through a facilitated discussion, the students will relate their professional experiences in law enforcement regarding the gradual elimination of discrimination against members of their communities. This is typically a very rich discussion with significant student participation.

1.5 hours

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II: **MODULE 5: IMPLICIT BIAS CONCEPTS FOR LAW ENFORCEMENT**

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

B. TRANSITION INTO MODULE

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

C. MODULE OBJECTIVES:

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

D. WHAT IS IMPLICIT BIAS?

1. Provide working definition of implicit bias and distinguish it from explicit bias
 - a. Thoughts and feelings about social groups that can influence people's perceptions, decisions, and actions without awareness.
2. Discuss the building blocks for implicit bias (i.e., stereotyping and prejudice)
3. Stereotyping is considered universal, yet the content of stereotypes about specific social groups is culturally specific.
4. In the U.S., African Americans are highly associated with crime. The Black-crime association is well documented in the social scientific literature and is also frequently at the heart of police-community tension across the U.S. Therefore, we will use it as a primary example of how implicit bias operates (keeping in mind, of course, that people can hold implicit biases about a variety of social groups).

E. WHERE DOES IT COME FROM?

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

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F. HOW DOES IT AFFECT US?

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

G. HOW CAN WE ADDRESS IT?

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

2 hours

III: Module 6: Conclusion

A. Test Administered to Students

B. Course Evaluation: At the end of the class, students are requested to complete a brief evaluation of the course and the instructors.

C. Certificate: Students who participate for the entire class will receive a certificate of completion.

.5 hour