FLORIDA
CORRECTIONAL PROBATION
BASIC RECRUIT TRAINING PROGRAM

COURSE GUIDE

Effective July 1, 2014

(Version 2014.07)

Florida Department of Law Enforcement
Criminal Justice Standards and Training Commission

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FOREWORD/ACKNOWLEDGMENT

The Criminal Justice Standards and Training Commission is responsible for developing effective and efficient job-related training programs for basic recruits in law enforcement, corrections, and correctional probation. To this end, a systems approach to curriculum development was adopted. The systems approach includes:

- an occupational survey to determine what tasks entry-level officers perform
- a task analysis to determine what an officer must do to perform each task
- an instructional analysis to determine what an officer must know to perform each task
- learning goals and objectives to outline each competency topic
- field testing the learning goals and objectives to determine validity
- collecting input for continual updating of curricula

The curriculum developed as a result of this process has been in effect as the minimum standard curricula for law enforcement and correctional officers since March 1, 1988, and for correctional probation officers since August 1, 1991.

Using the previously described process, the curricula have been updated many times since originally implemented. Certified instructors, training center directors, course coordinators, and incumbent officers are essential when the curricula needs revising or tasks need revalidating. The Florida Department of Law Enforcement and the Criminal Justice Standards and Training Commission are truly grateful to each individual who contributes to curriculum development and maintenance. Quality training for Florida's criminal justice community is the highest reward for this monumental effort.
INTRODUCTION

This *Course Guide* was prepared to aid the training center director and class coordinators in planning and managing the training programs for correctional probation recruits. The *Course Guide* contains the following sections:

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Instructional Program</strong></td>
<td>4</td>
</tr>
<tr>
<td>• Basic recruit training course summaries</td>
<td></td>
</tr>
<tr>
<td><strong>Course Planning</strong></td>
<td>5</td>
</tr>
<tr>
<td>• Instructor qualifications</td>
<td></td>
</tr>
<tr>
<td>• Required materials, facilities, and resources</td>
<td></td>
</tr>
<tr>
<td>• Special learning experiences encouraged</td>
<td></td>
</tr>
<tr>
<td>• Suggestions for scheduling</td>
<td></td>
</tr>
<tr>
<td>• How objectives are used</td>
<td></td>
</tr>
<tr>
<td>• How topics are organized</td>
<td></td>
</tr>
<tr>
<td><strong>Course Management and Evaluation</strong></td>
<td>6</td>
</tr>
<tr>
<td>• Who can attend?</td>
<td></td>
</tr>
<tr>
<td>• Basic Abilities Test</td>
<td></td>
</tr>
<tr>
<td>• Special High Liability Instructor Requirements</td>
<td></td>
</tr>
<tr>
<td>• Evaluation</td>
<td></td>
</tr>
<tr>
<td>– Students</td>
<td></td>
</tr>
<tr>
<td>– Courses</td>
<td></td>
</tr>
</tbody>
</table>
# THE INSTRUCTIONAL PROGRAM

**Florida Correctional Probation Basic Recruit Training Program**  
**ATMS #1176**  
**Effective July 1, 2014**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Course Hours</th>
</tr>
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<tbody>
<tr>
<td>Correctional Probation Legal</td>
<td>CJK_0271</td>
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<tr>
<td>Correctional Probation Interpersonal Communication Skills*</td>
<td>* CJK_0272</td>
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</tr>
<tr>
<td>Correctional Probation Caseload Management</td>
<td>CJK_0273</td>
<td>40.0</td>
</tr>
<tr>
<td>Correctional Probation Supervision</td>
<td>CJK_0274</td>
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</tr>
<tr>
<td>Correctional Probation Investigations</td>
<td>CJK_0275</td>
<td>39.0</td>
</tr>
<tr>
<td>Correctional Probation Management Information Systems</td>
<td>CJK_0276</td>
<td>27.0</td>
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<tr>
<td>CMS Criminal Justice Defensive Tactics</td>
<td>CJK_0051</td>
<td>80.0</td>
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<td>CMS First Aid for Criminal Justice Officers</td>
<td>CJK_0031</td>
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<td>Criminal Justice Officer Physical Fitness Training</td>
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<td><strong>Total</strong></td>
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<td><strong>449.0</strong></td>
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* Noted course contains topics that have separate instructor guides.
Course Planning
The Criminal Justice Standards and Training Commission (CJSTC) adopts rules (Florida Administrative Code) to aid in managing its criminal justice training programs. The following summarizes the rules related to planning the delivery of the basic recruit courses.

Who Can Instruct?
Instructors in basic courses must be certified to teach by the CJST Commission, in accordance with Chapter 11B-20, Florida Administrative Code, except in certain situations. Those who teach in any high liability area (defensive tactics, firearms, first aid, or vehicle operations) must obtain special instructor certification.

Training center directors are responsible for recruiting, selecting, and monitoring instructors. Directors should support the instructional needs of instructors by supplying them with copies of the basic course learning goals and objectives well in advance of the scheduled course presentation.

What Facilities and Equipment are Needed?
Certified training schools that offer basic courses must have the necessary facilities and equipment available and comply with applicable rule provisions in the Florida Administrative Code, Chapters 11B-21 and 11B-35. In addition to the traditional classroom, this includes the special requirements of the high liability topics and other skill demonstration objectives. Instructor information has been developed for each high liability area that outlines the special facility and equipment needs for each topic. Requirements for implementing high liability courses may be found in the CMS Coordinator’s Manual.

What Resource Materials are Needed?
Each certified training school should have current resource materials available to students. Instructional support materials such as audiovisual equipment, films, videos, computer courseware and software, etc., should be readily available to instructors.

What Special Learning Experiences are Encouraged?
Training center directors and instructors are encouraged to coordinate special learning experiences for basic recruit students. These experiences may include visits to local probation offices, jails or prisons, tours of crime labs, riding along with current probation officers, etc.

How Should the Program be Scheduled?
The curricula are designed for flexibility in scheduling. Courses and competency topics may be separated or grouped in any meaningful order according to the needs of the program. Considerations for scheduling include instructor knowledge in specific areas, instructor availability, facility and equipment availability, etc. Directors are free to rearrange the topics in the most effective manner to account for these factors.

Time for administration and testing is allotted in the basic recruit training programs.
How Should the Objectives be Used?

The learning objectives outline the behavior expected of the student at the end of the instructional period. Instructors should be able to develop teaching strategies (group discussions, demonstrations, lectures, audio-visuals, etc.) to facilitate learning. The majority of objectives involve receiving/processing verbal information on the part of the students. However, there are also objectives which require students to demonstrate certain skills. The informational objectives are followed by skills demonstration objectives within competency topics.

Instructors may add objectives to the curriculum as needed with permission from the training center director. The stated objectives are considered minimal, and must be completed during the course. (If an instructor believes an objective is missing, inaccurate, or inappropriate, he/she should provide this input to Criminal Justice Professionalism Program. (See below the Course Management and Evaluation section of this Course Guide for further details).

How are Topics Organized?

The applicable statewide CJK number, followed by the competency topic name and the curriculum locator (in parenthesis) identifies each course. Effective with the 2010.07 version, all Correctional Probation Officer Basic Recruit Training Program course numbers have a CJK prefix to comply with Florida’s common course numbering system. Training Center Directors should organize the program in the most effective manner given their particular resources and needs.

Course Management and Evaluation

Requirements for trainee attendance and performance are detailed in Chapter 11B-35, Florida Administrative Code. However, training center directors shall establish written policies governing reexaminations, makeup work, excused absences, and other issues not outlined by rule.

Who Can Attend?

Certified training schools establish requirements for admission to basic recruit courses. No statewide minimum age is required for attendance; however, an individual must be at least nineteen (19) to become an officer.

Some students may attend only portions of the basic program. Those students include individuals trained in other states who may require additional training, former Florida officers who require additional training for reinstatement, and individuals desiring cross training from another discipline.

What is the Basic Abilities Test?

Section 943.17(1)(g), Florida Statutes, mandates that only individuals who have received a passing score on one of the Criminal Justice Standards and Training Commission's approved Basic Abilities Tests are eligible to attend a Basic Recruit Training Program. The approved Basic Abilities Tests ensure that individuals possess the essential abilities needed to succeed in the profession at the entry level.
What are the Special Instructor Requirements for the High-Liability Areas?

The CMS high liability courses were integrated into the Traditional Basic Recruit Training programs effective July 1, 2004.

In addition to having general instructor certification, instructors in the high liability areas must be certified in the subject they teach and meet certain requirements as specified in Chapter 11B-20, Florida Administrative Code.

How Should Students be Evaluated?

Instructors should develop end of course exam questions that relate directly to the course objectives. Examinations should randomly sample the content areas and include enough items to assess student achievement. The learning objectives are presented in sufficient detail to facilitate test item construction.

The high liability areas require demonstration of certain skills. Guidelines for assessing proficiency in these areas are provided in separate documents for each high liability area.

How Should Courses be Evaluated?

Basic recruit training courses, being very specific in nature, will require frequent revision. The Criminal Justice Professionalism Program will continuously collect input from instructors and training center directors concerning objectives that need updating. Instructors may send input via email to curriculum@fdle.state.fl.us. The curriculum will undergo periodic review based upon input received.
<table>
<thead>
<tr>
<th>Locator</th>
<th>Topic Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Introduction to Correctional Probation and the Criminal Justice System</td>
</tr>
<tr>
<td>B</td>
<td>Chain of Command</td>
</tr>
<tr>
<td>C</td>
<td>Criminal Justice Standards Training Commission</td>
</tr>
<tr>
<td>D</td>
<td>Ethics and Professionalism</td>
</tr>
<tr>
<td>E</td>
<td>State Rules and Regulations</td>
</tr>
<tr>
<td>F</td>
<td>Legal Terminology</td>
</tr>
<tr>
<td>G</td>
<td>Constitutional Law</td>
</tr>
<tr>
<td>H</td>
<td>Probable Cause</td>
</tr>
<tr>
<td>I</td>
<td>Parties to a Crime</td>
</tr>
<tr>
<td>J</td>
<td>Civil and Criminal Liability</td>
</tr>
<tr>
<td>K</td>
<td>Classification of Offenses</td>
</tr>
<tr>
<td>L</td>
<td>Subpoena</td>
</tr>
<tr>
<td>M</td>
<td>Confidential Information and Public Records</td>
</tr>
<tr>
<td>N</td>
<td>Perjury</td>
</tr>
<tr>
<td>O</td>
<td>Hearing Procedures</td>
</tr>
<tr>
<td>P</td>
<td>Court Rules and Trial Procedures</td>
</tr>
<tr>
<td>Q</td>
<td>Courtroom Demeanor and Testimony</td>
</tr>
<tr>
<td>R</td>
<td>Sentencing Alternatives and Guidelines</td>
</tr>
<tr>
<td>S</td>
<td>Use of Force</td>
</tr>
<tr>
<td>T</td>
<td>Executive Clemency</td>
</tr>
<tr>
<td>U</td>
<td>Restoration of Civil Rights</td>
</tr>
</tbody>
</table>
INTRODUCTION TO CORRECTIONAL PROBATION AND THE CRIMINAL JUSTICE SYSTEM

LEARNING GOAL

The student will know the basic concept of correctional probation and comprehend the various components of the Florida criminal justice system.

OBJECTIVES

1. List the three major components of the criminal justice system
   - law enforcement
   - court system
   - corrections

2. List the law enforcement agencies that a probation officer may interact with
   - Local police departments
   - County sheriff’s office
   - Florida Highway Patrol (FHP)
   - Florida Department of Law Enforcement (FDLE)
   - Federal Marshal, Immigration and Customs Enforcement (ICE)
   - Federal Bureau of Investigation (FBI)
   - Department of Homeland Security

3. Identify the levels of our court system
   - United States Supreme Court (highest)
   - District Courts of Appeal
   - United States District Courts
   - Florida Supreme Court
   - Circuit Court
   - County Court (lowest)
4. **Identify components of the Florida correctional system**
   - municipal (city) jails
   - county correctional facilities
   - state institutions and facilities
   - treatment and evaluation centers
   - Community Corrections
   - Florida Parole Commission

5. **Identify types of state correctional facilities**
   - major institutions
   - community correctional centers (work release)
   - road prisons
   - forestry camps
   - work camps
   - probation and restitution centers
   - contract facilities
   - drug treatment centers
   - boot camps

6. **Identify the sequence an offender undergoes from the time of arrest to disposition**
   - arrest
   - first appearance
   - arraignment
   - pretrial
   - trial
   - judgment
   - sentencing
7. **Explain the process of intake of an offender**

- probation intake
- assignment to appropriate officer level
- initial instruction of offender
- data entry

--END OF TOPIC--
CHAIN OF COMMAND

LEARNING GOAL

The student will know the definitions, purposes, and important considerations regarding chain of command and organization.

OBJECTIVES

The student will:

1. Define chain of command
   A connection or link of authority and responsibility that joins one level of an organization to another

2. Define organization
   A group of two or more persons who cooperate to accomplish an objective(s)

3. Identify the purposes of chains of command and organizations
   - facilitate accomplishment of objectives
   - uniformly channel information, authority, and responsibility throughout the organizational structure
   - provide a structural relationship between each employee with management
   - limit the number of people who report to different management executive

--END OF TOPIC--
CRIMINAL JUSTICE STANDARDS AND TRAINING COMMISSION

LEARNING GOAL

The student will know the statutory authority, goals, and responsibilities of the Criminal Justice Standards and Training Commission. The student will also know procedures related to the State Officer Certification Examination.

OBJECTIVES

The student will:

1. Explain that acronym CJSTC
   Criminal Justice Standards and Training Commission

2. List the primary goals of the CJSTC
   - improve the delivery of quality training
   - ensure job-relatedness in employment standards
   - increase the professionalism of law enforcement, correctional, and correctional probation officers throughout the state

3. Identify the primary responsibilities of the CJSTC as established by Chapter 943, F.S.
   - establish uniform minimum standards for the employment and training of full-time, part-time, and auxiliary law enforcement, correctional, and correctional probation officers
   - establish and maintain officer training programs, curricula requirements, and certification of criminal justice training schools and training school instructors
   - certify officers who complete a Florida basic recruit training program or who are diversely qualified through experience and training and who meet minimum employment standards
   - review and administer appropriate administrative sanctions in instances when an officer, instructor, or training school is found to be in violation of Florida Statutes and Commission standards
   - promulgate rules and procedures to administer the requirements of sections 943.085 – 943.257, F.S.
   - conduct studies of compensation, education, and training for correctional, correctional probation, and law enforcement disciplines
   - maintain a central repository of records of all certified criminal justice officers
• develop, maintain, and administer the State Certification Examination for criminal justice officers

4. **Identify the minimum requirements and standards that persons must meet before becoming certified probation officer in Florida State.**

   • Section 943.13, F.S. sets the minimum requirements and standards for certification of a probation officer in Florida

5. **Explain the reason for creating the Criminal Justice Professionalism Program (CJPP)**

   CJPP is statutorily created within the Florida Department of Law Enforcement (FDLE) to support and assist the Commission in the execution, administration, implementation, and evaluation of its powers, duties, and functions.

6. **Explain the provisions of the CJSTC Rule 11B-27.002, FAC**

   The rule requires that within four (4) years of the starting date of a Commission-approved Basic Recruit Training Program, a trainee is not certified until he or she:

   • successfully completes the basic recruit training program
   • achieves a passing score on the applicable State Officer Certification Examination
   • gains employment as a probation, correctional, or law enforcement officer

7. **State the requirements of the State Officer Certification Examination**

   • upon completion of a basic recruit training program, all individuals must pass the State Officer Certification Examination (SOCE) to become certified as a correctional, correctional probation, or law enforcement officer. An applicant must pass the SOCE within three attempts

   • the Commission publishes an annual SOCE schedule with 3-5 exam administrations per month in various cities around the state

   • individuals must apply to take the SOCE and pay the exam fee prior to the application deadline date established for each administration

   • information concerning the SOCE can be found in the Applicant Information Handbook available at criminal justice training academies or online at [http://www.fdle.state.fl.us](http://www.fdle.state.fl.us). Other information on the web site includes SOCE schedules, registration information, exam topics, and example questions.

8. **Identify reasons for revocation of certificate**

   • failure to maintain good moral character as defined by Florida Statutes and Florida Administrative Code (CJSTC Chapter 11B-27, FAC)
• having been convicted of any felony or of a misdemeanor involving perjury or a false statement

• having pled guilty or nolo contendere to a felony or a misdemeanor involving perjury or a false statement

• intentionally executing a false affidavit of applicant, compliance, or termination form

9. **Explain the punishment for an officer issued an in-force final injunction against committing acts of domestic violence while possessing any firearm or ammunition**

Section 790.233, F.S provides that upon conviction, such officer commits a first degree misdemeanor. However, as defined in s. 943.10(14) F.S., this provision does not apply to an active certified state or local officer who receives or possesses a firearm or ammunition for use in performing official duties, unless the possession is prohibited by the employing agency.


It states that it is unlawful for any person convicted of a misdemeanor crime of domestic violence to ship, transport, receive, or possess firearms and ammunition, and prohibits the sale of firearms and ammunition to such individuals. Law enforcement officers and other government officials who have been convicted of a disqualifying misdemeanor may therefore not lawfully possess or receive firearms or ammunition for any purpose, including for the performance of their official duties.

--END OF TOPIC--
ETHICS AND PROFESSIONALISM

LEARNING GOAL

The student will define ethics and professionalism and identify acts that are considered unethical. The student will also define common terms associated with ethics and professionalism and identify behaviors that are considered professional.

OBJECTIVES

The student will:

1. **State the Department of Corrections’ Code of Conduct**
   - I will never forget that I am a public official sworn to uphold the Constitutions of the United States and the State of Florida.
   - I am a professional committed to the public safety, the support and protection of my fellow officers, and co-workers, and the supervision and care of those in my charge. I am prepared to go in harm’s way in fulfillment of these missions.
   - As a professional, I am skilled in the performance of my duties and governed by a code of ethics that demands integrity in word and deed, fidelity to the lawful orders of those appointed over me, and, above all, allegiance to my oath of office and the laws that govern our nation.
   - I will seek neither personal favor nor advantage in the performance of my duties. I will treat all with whom I come in contact with civility and respect. I will lead by example and conduct myself in a disciplined manner at all times.
   - I am proud to selflessly serve my fellow citizens as a member of the Florida Department of Corrections.

2. **State the Oath of Allegiance**

   I do solemnly swear or affirm that I will uphold the Constitutions of the United States and the State of Florida, that I will obey the lawful orders of those appointed over me, and that I will perform my duties faithfully and in accordance with my mission to ensure the public safety, the support and protection of my co-workers, and the care and supervision of those in my charge, so help me God.

3. **Define ethics**

   The principles of integrity, loyalty, honesty, morality, and accepted rules of conduct that govern an individual or group.

4. **Explain the importance of proper conduct by officers**
An officer’s conduct on and off duty must be in a manner that commands the respect of those the officer works with, supervises, and the general public

5. **Explain the consequences of unethical conduct officers**

An officer’s unethical behavior is viewed by the public as a reflection on the entire profession and department

6. **List officer behaviors that may be considered to be unethical**

   - dishonesty
   - brutality
   - prejudice
   - favoritism
   - offering or accepting gratuities or bribes
   - swindling
   - giving false or slanted testimony
   - violations of laws or regulations
   - violations of civil rights
   - discourteous conduct
   - willful neglect of duty
   - divulging confidential information
   - violations of privileged communication

7. **Define gratuity**

   Anything of value that is intended to benefit the giver more than the receiver; given to a person because of his or her position and authority rather than because of individual or personal qualities

8. **Define bribery**

   Corruptly giving, offering, or promising to any person; or corruptly requesting, soliciting, accepting, or agreeing to accept any pecuniary or other benefit with an intent or purpose to influence the receiver

9. **Explain the effects of a bribe on an officer**
Mortgages the conscience and unlawful compensation or reward of an officer for past, present, or future performance of his or her duties

10. **Define obstruction of justice**

Actions or lack of actions which impair or prohibit an officer from executing a legal process or duty

11. **List the penalties for unethical behavior by an officer**

   a) dismissal  
   b) suspension  
   c) demotion  
   d) loss of certification  
   e) reduction in salary  
   f) civil fine  
   g) criminal penalties  
   h) restitution  
   i) public reprimand  
   j) loss of retirement benefits

12. **Explain the professional relationship between officers and offenders**

Section 944.35 F.S. provides that employees of the department should not knowingly engage in a personal and intimate relationship with an offender supervised by the department of corrections unless a marital or family relationship exists.

13. **Explain the penalty of an officer’s immoral relationship with an offender**

Any employee of the department who engages in sexual misconduct with an offender supervised by the department in the community without committing the crime of sexual battery commits a felony of the third degree

14. **Define professionalism**

Behavior, attitude, patterns, or exhibit of standards or character marked by pride in oneself and one’s career, respect for the people served, and commitment to the continued development of skills in the pursuit of excellence.

15. **List examples of professional behavior of an officer**
• showing respect for one’s professional and social responsibility
• positive attitude about one’s job
• making ethical decisions
• respecting diversity within the community
• appearance
• conscientious of one’s behavior, attitude, and work
• reliability
• competence

16. **Demonstrate officer behavior that is ethical and unethical in a mock situation**

17. **Demonstrate officer behavior that is professional and unprofessional in a mock situation**

---END OF TOPIC---
STATE RULES AND REGULATIONS

LEARNING GOAL

The student will describe the relationship of statutes and rules and how they apply to corrections statewide. The student will also identify where these rules and regulations can be found.

OBJECTIVES

The student will:

1. **Identify areas relevant to correctional probation in the Florida Statutes**
   - state correctional system
   - Department of Corrections
   - parole, probation, and community control
   - youthful offenders

2. **Explain the provisions of Chapter 33 of the Florida Administrative Code (F.A.C.) that are relevant to the Department of Corrections**
   - provide care, custody, and control of inmates, buildings, grounds, property, and all other matters pertaining to existing and future institutions
   - oversee facilities and programs for the imprisonment, correction, rehabilitation, and community supervision of adult offenders on parole, probation, community control, and other community release programs
   - inspect state, county, and municipal correctional facilities and investigate incidents therein
   - provide judges with effective evaluative tools and information for use in sentencing

3. **Identify provisions of Chapter 33, F.A.C. pertaining to probation officers conduct**
   - reporting of law or rule violations by others
   - reporting criminal charges or arrests of self
   - physical appearance requirements
   - relationships with inmates/offenders and their families
   - participation in inquiries and investigations relating to official duties
• submission to search and/or inspection of person, personal property, or vehicle when on institution premises
• treatment of inmates/offenders
• working while under the influence of drugs
• insubordination
• falsification of reports or records
• sleeping on duty
• use of force
• giving legal advice
• gambling
• confidential information
• attendance requirements
• financial responsibility
• solicitation
• safety requirements
• use of Department of Corrections equipment and materials
• possession of firearms or other weapons
• political party participation
• violence, fighting, horseplay, and threats

4. Identify the provisions of Chapter 33.302, F.A.C. pertaining to Community Corrections

5. Demonstrate officer behavior that violates rules or laws (statutes) in a mock situation

--END OF TOPIC--
LEGAL TERMINOLOGY

LEARNING GOAL

The student will know the definitions for legal terms related to the various tasks performed on the job.

OBJECTIVES

The student will:

1. Define the following legal terms:

   - **admission** - a confession, statement or acknowledgment made by a party which could be offered against that party in court (Section 90.803(18), F.S.)

   - **accessory after the fact** - one who maintains or assists a person who is known to have committed a felony or been an accessory thereto, with intent that the offender shall avoid or escape detection, arrest, trial or punishment; certain relatives are immune from prosecution under Section 777.03, F.S., when the offender has committed a third degree felony

   - **affidavit** - a sworn, written statement

   - **appeal** - the taking of a case to a higher court for correction, modification or endorsement of a judgment or ruling of a lower court

   - **arraignment** - the initial step in a criminal prosecution whereby the defendant is brought before the court to hear the charges and to enter a plea (BLD)

   - **arrest** – to legally depriving a person of liberty or freedom to go as one chooses, or taking a person into custody to be held to answer for a crime

   - **bail** - the process to procure release of an individual charged with an offense ensuring future attendance in court and compelling the individual to remain within jurisdiction of the court

   - **bailiff** - a court officer who maintains order during court proceedings (BLD)

   - **burden of proof** - a party’s duty to prove a disputed assertion or charge (BLD)

   - **child** - any person under the age of 18 years (Section 827.01(2), F.S.)

   - **clerk of court** - a court officer responsible for filing papers, issuing process, and keeping records of court proceedings as generally specified by rule or statute (BLD).

   - **confession** - a statement made by a person charged with a crime, acknowledging one’s own guilt for the offense charged, which, as a minimal requirement for being admitted into evidence, must have been provided voluntarily
confiscate - appropriate property taken or seized for a violation of law, to the use of the government

corraband - goods, property, or other items possessed in violation of the law

corpus delicti (the body of the offense) - proof that a crime has been committed

court reporter - a person who records testimony, stenographically or by electronic or other means, and when requested prepares a transcript (BLD)

cross examination - the questioning of a witness at a trial or hearing by the party opposed to the party who called the witness to testify with the purpose of discrediting the witness (BLD)

custody - the retention, care, or keeping of something or someone

deadly force - force that is likely to cause death or great bodily harm (Section 776.06, F.S.)

defendant - the party charged with a crime or party sued in a civil action

defense attorney - a lawyer who represents a defendant in a civil or criminal case (BLD)

deposition - a form of pretrial discovery in which the witness is placed under oath and must answer questions asked by an attorney; may be transcribed for use in impeaching the witness at trial or in special cases, to perpetuate testimony

direct examination - the first questioning of a witness in a trial or other proceeding, conducted by the party who called the witness to testify (BLD)

discovery - the act or process of finding or learning something that was previously unknown; compulsory disclosure, at a party’s request, of information that relates to the litigation (BLD)

disposition - the final settlement of a matter with reference to decisions announced by court

due process - the legal protection which observes rules for the protection and enforcement of individual rights and liberties, among which are notice of charges, opportunity to appear and be heard, and right to effective counsel and a fair and impartial jury

evidence - testimony, writings, or material objects offered in proof of an alleged fact or proposition

exclusionary rule - the principle that evidence will be rejected by the court if it has been obtained in an illegal manner

ex post facto - a law that impermissibly applies retroactively, especially in a way that negatively affects a person’s rights, as by criminalizing an action that was legal when it was committed; ex post facto criminal laws are prohibited by the U.S. Constitution (BLD)
**felony** - any criminal offense punishable by death or imprisonment in a state penitentiary in excess of one year (Section 775.08(1), F.S.)

**forfeiture** - the loss of some right or property as a penalty for some illegal act

**grand jury** - an investigative body of persons whose duty it is, upon hearing the evidence for the prosecution, to decide whether a sufficient case has been developed upon which to hold an accused for trial

**hearing** - a judicial session usually open to the public, held for the purpose of deciding issues of fact or of law, sometimes with witnesses testifying *(BLD)*

**hearsay** - testimony given by a witness who relates not what he or she knows personally, but what others have said, and that is therefore dependent on the credibility of someone other than the witness *(BLD)*

**hearsay evidence** - any statement made out of court by someone other than the person testifying at trial or hearing which offers evidence to prove or disprove the truth of the matter asserted

**indictment** - a formal criminal charge issued by a grand jury

**informant** - an undisclosed person who confidentially discloses material information of a law violation, thereby supplying a lead to law enforcement officers for their investigation of a crime

**information** - a formal criminal charge filed by the state attorney

**inmate** - means any person committed to the custody of the Department of Corrections (Section 945.42(6))

**intent** - the state of mind accompanying an act, especially a forbidden act *(BLD)*

**interrogate** - accumulating evidence from suspects by questioning

**judge** - a public official appointed or elected to hear and decide legal matters in court *(BLD)*

**jurisdiction** - the scope over which an authority extends

**jury** - a body of citizens sworn to deliver a true verdict upon evidence submitted to them in a trial

**mens rea (guilty mind)** - criminal intent, or a mental state of mind that is required, which leads to criminal liability for a particular crime
Miranda Rights – constitutional rights of an individual being arrested to remain silent to avoid self-incrimination, to have an attorney present during questioning, and to have an attorney appointed if the suspect cannot afford one

misdemeanor - any criminal offense punishable by a term of imprisonment in a county correctional facility (jail) not in excess of one year; does not include any violation of municipal or county ordinance (Section 775.08(2), F.S.)

modus operandi - a method of operating or doing things (MO); term used by police and criminal investigators to describe the particular method or pattern of a criminal’s activity

nolle contendere/nolo (no contest) - a plea in a criminal case in which the defendant does not admit nor deny the charges; this plea has the same or similar legal effect as pleading guilty

nolle prosequi/nolle (unwilling to prosecute) - a legal notice that a law suit or prosecution has been dismissed (BLD)

noncriminal violation (infraction) - any offense punishable under the laws of this state by no other penalty than a fine, forfeiture, or other civil penalty and does not constitute a crime (Section 775.08(3), F.S.)

ordinance - a law or enactments of a municipal or county government enforceable as a local law

parties to the crime - individuals who share or take part with another in a venture with shared risks

perjury - making a false statement, not believed to be true, under oath, in an official or unofficial proceeding, (Chapter 837, F.S.)

probable cause - a reasonable ground to suspect that a person has committed or is committing a crime or that a place contains specific items connected with a crime; under the Fourth Amendment, probable cause, which amounts to more than a bare suspicion but less than evidence that would justify a conviction, must be shown before an arrest or search warrant may be issued by a judge by affixing his or her signature or electronic signature to the warrant as specified in ss. 901.02(4) and 933.07(2)(3), F.S. (BLD)

prosecution - a criminal proceeding in which an accused person is tried (BLD)

reasonable doubt - doubt based on reason which arises from evidence or lack of evidence

restitution - the restoring of monetary or non-monetary property to a victim for damage or loss caused directly or indirectly by the defendant

search - looking for or seeking out that which is otherwise concealed from view as an examination of an individual’s person and/or property
seizure - the act of taking possession of property, things, or persons, including evidence and contraband

sentencing authority - refers to the entity that has the statutory or constitutional authority to place an offender on a form of community supervision with the Department of Corrections. For Florida offenders, it is a Florida circuit court or the Florida Parole Commission.

state attorney/prosecutor - a public official appointed or elected to represent the state in criminal cases in a particular judicial district (BLD)

subpoena - a command to appear at a certain time and place to give testimony upon a certain matter

subpoena duces tecum - a type of subpoena requiring the person named to “bring with you” documents, papers, or other things specifically listed in the subpoena when appearing in court, at a deposition, or before the state attorney, or before an authorized agency

suppression of evidence - preventing evidence from being used in a legal proceeding by demonstrating that it was either gathered illegally or that it is irrelevant

toll - to temporarily suspend or place supervision on hold

vacate - to nullify or cancel; make void; invalidate (BLD)

venue - the circuit or county in which a particular trial may be conducted

voir dire (to speak the truth) - a preliminary examination of a witness or prospective juror in order to determine competency to speak the truth or qualifications to serve as a juror

warrant - a document issued by the court or releasing authority which commands the arrest of the person named in it, who is accused of violation of condition(s) of supervision

witness - one who observes or has knowledge of facts or information regarding an incident

writ - a court’s written order, in the name of a state or other competent legal authority, commanding the addressee to do or refrain from doing some specified act (BLD)

(Note: Legal definitions ending with (BLD) are reprinted from Black’s Law Dictionary, Eighth Edition. 2004, with permission of Thomson West, 8/21/07.)
CONSTITUTIONAL LAW

LEARNING GOAL

The student will know the basic provisions of the U.S. Constitution and comprehend the officer’s responsibility to defend and comply with the U.S. Constitution.

OBJECTIVES

The student will:

1. Explain the reasons why officers should be aware of the U.S. Constitution and, particularly, the rights of the people, to include:
   a) Officers represent the law.
   b) The Constitution sets forth parameters under which the government is run and laws are established.
   c) Generally, Supreme Court decisions involve Constitutional questions.

2. Identify the purpose of the Amendments of the U.S. Constitution as the establishment of the rights of the people of the United States and place limitations on government to not infringe on these rights.

3. Explain that the 1st through 10th Amendments are considered to be the “Bill of Rights,” briefly summarized as follows:
   a) 1st Amendment - freedom of religion, speech, press, and assembly
   b) 2nd Amendment - right to bear arms
   c) 3rd Amendment - prohibiting quartering of soldiers in private homes
   d) 4th Amendment - right to be secure against unreasonable searches and seizures; probable cause
   e) 5th Amendment - indictment for capital crime; protection from double jeopardy; not required to testify against oneself; not be deprived of life, liberty, or property without due process of law
   f) 6th Amendment - right to speedy and public trial, impartial jury, counsel, confront witnesses, and be informed of the nature of the charges.
   g) 7th Amendment - right, at common law, of trial by jury
   h) 8th Amendment - protection from excessive bails, fines, and cruel and unusual punishments
i) 9\textsuperscript{th} Amendment - retention, by the people, of general rights

j) 10\textsuperscript{th} Amendment - state’s rights preserved

4. Explain that the 14\textsuperscript{th} Amendment protects against the denial of life, liberty, or property without due process by the State and has been used by the U.S. Supreme Court to extend federal rights to state matters.

--END OF TOPIC--
PROBABLE CAUSE

LEARNING GOAL

The student will comprehend the concept of probable cause.

OBJECTIVES

The student will:

1. Identify that probable cause is contingent upon the existence of articulable details constituting:
   a) arrest purposes – facts that would lead a reasonably prudent officer, based upon his or her training and experience, to believe that a crime has been or is being committed; or
   b) search and seizure purposes – facts and circumstances, which would persuade a reasonably prudent officer, based upon his or her training and experience, that the items sought are connected with criminal activity and will be found in the place to be searched

2. Explain the various standards of proof required at different stages of investigation and prosecution, to include:
   a) reasonable suspicion
   b) probable cause
   c) preponderance of the evidence
   d) beyond a reasonable doubt

3. List possible results that may come from lack of probable cause, to include:
   a) dismissal of the charge
   b) suppression of evidence
   c) civil suit for damages against the officer/agency
   d) criminal charges against the officer
   e) departmental discipline against the officer

--END OF TOPIC--
PARTIES TO A CRIME

LEARNING GOAL

The student will define the concept of parties to a crime as provided within Florida Law.

OBJECTIVES

The student will:

1. Name two possible parties to a crime defined in Florida law, to include:
   a) principal in the first degree
   b) accessory after the fact

2. Explain that a principal in the first degree may be charged, convicted, and punished to the same degree as the violator of the related substantive offenses.

3. Identify actions listed within Section 777.011, F.S., that would qualify an offender as a principal in the first degree, to include:
   a) commits any criminal offense
   b) aids in commission of criminal offense
   c) abets in commission of criminal offense
   d) counsels regarding commission of criminal offense
   e) hires for commission of criminal offense
   f) procures for commission of criminal offense

4. Explain that to be a principal in the first degree, the defendant does not have to be present when the crime is committed or attempted.

--END OF TOPIC--
CIVIL AND CRIMINAL LIABILITY

LEARNING GOAL

The student will define legal terms associated with civil and criminal liability. The student will identify and describe situations that are likely to result in liability suits and various options an officer could use to defend against them.

OBJECTIVES

The student will:

1. Define “civil liability” as responsibility for a wrongful act committed by one person that injures another person or property; usually involving negligence.

2. Define “criminal liability” as responsibility for a violation of state or federal criminal law.

3. Define “tort” as a civil wrong in which the action or inaction of one person causes injury or harm to another in violation of a legal duty imposed by law; not resulting from a contract.

4. Identify four elements of negligence, to include:
   a) failure to adhere to duty to act with care
   b) breach of duty
   c) link between the breach of duty and the harm caused (proximate cause)
   d) actual injury

5. Identify examples of intentional torts, to include:
   e) assault and battery
   f) trespass
   g) libel
   h) slander
   i) false arrest
   j) false imprisonment

6. Explain that a tort case and a criminal case may be filed for the same act.

7. Define “mere negligence” as the failure to use such care as a reasonably prudent person would use under the same or similar circumstances.
8. Define “gross negligence” as conduct so reckless or wanting in care that it constituted a conscious disregard or indifference to the life, safety, or rights of persons exposed to such conduct. (Section 768.72 (2)(b), F.S.)

9. Define “intentional misconduct” as when a person has actual knowledge of the wrongfulness of the conduct and the high probability that injury or damage would result and, despite that knowledge, intentionally pursued that course of conduct, resulting in injury or damage. (Section 768.72 (2)(a), F.S.)

10. Identify three types of damages that can be awarded in a civil suit, to include:
   - k) nominal
   - l) compensatory
   - m) punitive

11. Explain that an officer may use immunity and acting in good faith as defenses against a civil liability charge.

12. Identify two elements of a good faith defense, to include:
   - n) officer was acting sincerely and with a belief that what was done was lawful
   - o) such belief was reasonable

13. Define “official immunity” as personal immunity accorded to a public official from liability to anyone injured by actions that are consequences of exerting official authority.

14. Identify potential liability concerns, to include:
   - p) contents of reports
   - q) unauthorized disclosure of confidential information
   - r) mistakes
   - s) reporting rumors
   - t) giving legal advice to offenders
   - u) modifying/adding conditions
   - v) “blank check” conditions
   - w) conditions which infringe on fundamental rights
   - x) search, seizures, and powers of arrest
   - y) failure to act on direct orders from court
z) too lax supervision
aa) community service work
bb) special condition enforcement
cc) professional versus non-professional contact
dd) responsibilities to victims
ee) termination/extension of supervision
ff) special relationships
gg) sexual harassment
hh) transportation of offenders

15. Identify the department’s position on civil suits brought against an officer and/or agency, to include:
   ii) providing legal representation
   jj) conflicts of interest
   kk) contact by plaintiff attorneys
   ll) identification provisions

16. Define “color of law” as a person using authority given to him or her by local, state, or federal government agency.

17. Identify practices that will help an officer avoid legal liability, to include:
   mm) document activities
   nn) keep accurate records
   oo) adhere to departmental rules, directives, operating procedures, and state statutes
   pp) arrange for legal counsel and seek legal advice through the chain of command
   qq) act within scope of duties and in good faith

18. Demonstrate the best course of action when given a scenario involving liability.

--END OF TOPIC--
CLASSIFICATION OF OFFENSES

LEARNING GOAL

The student will identify and describe offenses in Florida. The student will also identify the purpose of classifying offenses in Florida.

OBJECTIVES

The student will:

1. Identify felonies by penalties and/or fines according to Chapter 775, F.S., to include:
   a) capital felony – death or life imprisonment with no chance of parole
   b) life felony – for offenses committed:
      • prior to October 1, 1983, by a term of imprisonment for life or for a term of years not less than 30; up to $15,000 fine
      • on or after October 1, 1983, by a term of imprisonment for life or by a term of imprisonment not exceeding 40 years; up to $15,000
      • on or after July 1, 1995, by a term of imprisonment for life or by imprisonment for a term of years not exceeding life imprisonment
   c) felony of the first degree – by a term of imprisonment not exceeding 30 years or, when specified by statute, not exceeding life imprisonment; up to $10,000 fine
   d) felony of the second degree – by a term of imprisonment not exceeding 15 years; up to $10,000 fine
   e) felony of the third degree – by a term of imprisonment not exceeding 5 years; up to $5,000 fine

2. List and identify the classification of misdemeanors by type of punishment according to Chapter 775, F.S., to include:
   a) misdemeanor of the first degree – by a definite term of imprisonment not exceeding 1 year; up to $1,000 fine
   b) misdemeanor of the second degree – by a definite term of imprisonment not exceeding 60 days; up to $500 fine

3. Explain that the purpose for classifying felonies and misdemeanors is to identify the degree of seriousness of the crime.

4. Explain that Section 775.084, F.S., contains enhanced and/or mandatory penalties for certain repeat offenders, to include:
a) violent career criminals
b) habitual felony offenders
c) habitual violent felony offenders
d) three-time violent felony offenders

--END OF TOPIC--
SUBPOENA

LEARNING GOAL

The student will identify the authorities who can issue and serve a subpoena. The student will also know the penalty for not responding to a subpoena.

OBJECTIVES

The student will:

1. Explain who can issue a subpoena, to include:
   a) judge
   b) state attorney (assistant state attorney)
   c) defense attorney (public defender)
   d) parole commissioner or duly authorized representative

2. Identify who can serve a subpoena, to include:
   a) sheriff (deputy)
   b) state attorney investigators
   c) Florida Department of Law Enforcement special agents
   d) duly appointed and bonded process server

3. Explain that failure to comply with a subpoena is addressed by the court through either civil contempt or criminal contempt proceedings.

4. Explain the special action(s) required of a subpoena, to include:
   a) appear in person
   b) be available by telecommunications methods
   c) provide required records

--END OF TOPIC--
CONFIDENTIAL INFORMATION AND PUBLIC RECORDS

LEARNING GOAL

The student will know the statutory authority that defines confidential information and dissemination of public information.

OBJECTIVES

The student will:

1. Identify aspects of state and federal law that relate to information a requesting agency is authorized to be given about an offender (“need to know” v. “right to know”), to include:
   a) Chapter 119, F. S.
   b) Health Insurance Portability and Accountability Act of 1996 (HIPAA)

2. Explain that Section 945.10, F.S. specifies Department of Corrections’ records or information that are confidential and exempt, to include:
   a) mental health, medical, or substance abuse treatment records
   b) pretrial intervention, pre-sentence, or post-sentence investigative records
   c) information regarding a person in the federal witness protection program
   d) Parole Commission records which are confidential and exempt from public disclosure
   e) information that, if released, could jeopardize a person’s safety
   f) information concerning a victim’s statement and identity
   g) records that are otherwise confidential or exempt from public disclosure by law

3. Identify that the Health Insurance Portability and Accountability Act of 1996 (HIPAA) prohibits the disclosure of medical information without the authority of a subpoena.

4. Define “redacting information” as the removal of an offender’s confidential information when releasing requested information to an authorized agency/person.

--END OF TOPIC--
PERJURY

LEARNING GOAL

The student will comprehend the crime of perjury as provided within Chapter 837, Florida Statutes.

OBJECTIVES

The student will:

1. Describe “false reports to law enforcement authorities” as knowingly giving false information to a law enforcement officer concerning the alleged commission of any crime.

2. Describe “false official statements” as knowingly making a false statement in writing with intent to mislead a public servant in the performance of official duty.

3. Describe “perjury by contradictory statements” as willingly making, in official proceedings, two or more material statements under oath, when in fact two or more statements contradict each other.

4. Identify that perjury is considered either a misdemeanor (s. 837.05(1)(a), F.S.) or a felony (837.05(1)(b), F.S.) depending upon the circumstances.

--END OF TOPIC--
HEARING PROCEDURES

LEARNING GOAL

The student will know the different participants involved in court proceedings and how to prepare a case for a hearing. The student will also identify the process and different types of hearings.

OBJECTIVES

The student will:

1. List the various participants involved in court proceedings, to include:
   a) judge
   b) offender
   c) attorneys
   d) witnesses

2. Explain that the officer will not provide any legal advice.

3. Identify the different types of hearings, to include:
   a) Violation of Probation – relates to the offender violating a condition of supervision
   b) Restitution – relates to the offender’s financial obligations towards the victim
   c) Modification of Probation – relates to a change in the offender’s probation
   d) Status Hearing – relates to a clarification of sentence
   e) Early Termination – relates to an early release of supervision

4. Identify the procedure for an offender receiving a hearing notice, to include:
   a) The offender receives notice that provides the time, date, location, and type of hearing.
   b) The offender complies with the notice.
   c) An outcome is determined based on the type of hearing.

5. Explain the process of preparing a case for a hearing, to include:
   a) review relevant information
   b) organize information in a chronological order
c) redact information, if necessary

d) review violation report to identify witnesses

6. Identify the appropriate authority to consult when preparing for a hearing, to include:

a) state attorney

b) parole examiner

--END OF TOPIC--
COURT RULES AND TRIAL PROCEDURES

LEARNING GOAL

The student will know how a case is prepared for a trial and understand the basic elements of a trial.

OBJECTIVES

The student will:

1. Identify courtroom personnel, to include:
   a) judge
   b) prosecution (state attorney)
   c) defense (private attorney/public defender)
   d) clerk of the court
   e) court reporter
   f) bailiff

2. Identify the major elements of a jury trial, to include:
   a) jury selection (voir dire)
   b) statement of charges against the defendant
   c) opening statements to the jury by the attorneys
   d) testimony of witnesses and evidence by the prosecution and defense cross-examination
   e) motion for directed verdict of acquittal
   f) testimony of witnesses and evidence by the defense and state cross-examination
   g) presentation of additional or rebuttal evidence
   h) closing arguments by the attorneys
   i) judge’s instructions (charge) to the jury
   j) deliberations by the jury
   k) return of the verdict
l) sentencing

3. Explain that the identity of the defendant must be positively verified when preparing a case for a trial.

4. Explain that the hearing or deposition date, time, and place must be confirmed when preparing a case for court proceedings

--END OF TOPIC--
COURTROOM DEMEANOR AND TESTIMONY

LEARNING GOAL

The student will comprehend the responsibilities of an officer with regard to court proceedings, proper appearance, and appropriate behavior and techniques to employ when testifying in court. The student will demonstrate those behaviors/techniques in a mock court setting.

OBJECTIVES

The student will:

1. Identify the pretrial/hearing responsibilities of an officer when preparing to give testimony, to include:
   a) participate in pretrial/hearing conference
      • review case notes and available reports
      • determine what role officer will play during hearing/trial
      • discuss any questions or concerns
      • clarify admissibility of evidence
      • advise state attorney/supervisor of potential weaknesses in case
      • provide past criminal record of defendant
   b) testify in pretrial/hearing proceedings
      • review reports and case notes pertinent to the proceeding noting specifics of the case (i.e., time, place, conditions, etc.)
      • anticipate and prepare for questions regarding testimony

2. Identify the important factors to review about an offender when providing testimony at legal proceedings, to include:
   a) current/past history
   b) monetary obligations
   c) residence
   d) employment status
   e) treatment
f) violations

g) prior probationary periods

3. Identify different types of legal proceedings that an officer may be required to attend and/or present testimony, to include:

   a) restitution hearing

   b) violation of probation hearing

   c) bond hearing

   d) status conference

   e) trial

   f) revocation hearing (Parole Commission)

   g) deposition

   h) sentencing hearing

   i) arraignment

   j) first appearance

   k) pretrial hearing

4. Explain different types of questioning an officer may experience in legal proceedings, to include:

   a) direct examination

      - typically open-ended questions

   b) cross examination

      - typically closed-ended (leading) questions

5. Identify different types of tactics that may be used by attorneys during legal proceedings, to include:

   a) rapid fire questions

      - used to confuse and attempt to force inconsistent answers

   b) condescending counsel
• to give the impression that the witness (officer) is inept, lacks confidence, or is unreliable

c) suggestive questions
  • attempt to confuse or lead witness (officer)

d) demanding a “yes” or “no” answer to a question that needs an explanation
  • to prevent pertinent and mitigating details from being considered

e) repetitious questions
  • to obtain inconsistent or conflicting answers from the witness (officer)

f) friendly counsel
  • to lull the witness (officer) into a false sense of security to give answers in favor of defense

g) badgering, belligerent
  • to make the witness (officer) angry so sense of logic and calmness is lost, and the officer is portrayed as one who can lose his or her temper

6. Identify appropriate behavior when responding to questions by attorneys in a legal proceeding, to include:

a) answer questions honestly, concisely, and clearly

b) NEVER guess what an answer is

c) be courteous; use proper titles (“your honor”, etc.)

d) face the judge or jury when speaking

e) look directly at the attorney asking questions

f) avoid bias and prejudice when answering

g) refrain from fidgeting, showing signs of nervousness

h) convey signs of confidence

i) pause when answering defense attorney to give the prosecutor (state attorney) time to raise any objection

7. Identify the appropriate professional attitude and appearance to display during court proceedings, to include:
a) testify truthfully
b) display a respectful attitude
c) dress appropriately
d) follow courtroom protocol
e) bring relevant case material to hearing
f) maintain objectivity
g) arrive promptly


--END OF TOPIC--
SENTENCING ALTERNATIVES AND GUIDELINES

LEARNING GOAL

The student will know that Chapter 921, F.S., addresses laws related to court sentences and the purposes of the sentencing guidelines. The student will also know the basic concept of the Florida Criminal Punishment Code.

OBJECTIVES

The student will:

1. Identify that Chapter 921, F.S., provides guidelines for the sentencing of an offender in Florida.

2. List the purposes of sentencing guidelines, to include:
   a) provides for a uniform set of standards to guide the court in sentencing decisions
   b) evaluates relevant factors present at sentencing relating to the offense or offenses and the defendant’s prior criminal behavior
   c) eliminates disparity in sentencing decisions
   d) provides a means to mathematically score the penalty to several areas, including:
      • severity of the crime
      • victim injury
      • prior record
      • legal status
      • other specific considerations

3. Explain that the Florida legislature replaced the sentencing guidelines and the Florida Sentencing Commission with the Florida Criminal Punishment Code, which became effective October 1, 1998.

4. Identify that under the Florida Criminal Punishment Code, the maximum sentence for any felony offense is determined by the statutory maximums provided in Section 775.082, F.S.

5. Explain that the Florida legislature gave sole responsibility for the preparation of scoresheets to the State Attorney, effective October 1, 2001.

6. Demonstrate the ability to interpret a scoresheet screen in the Offender-Based Information System (OBIS).

--END OF TOPIC--
USE OF FORCE

LEARNING GOAL

The student will know the different types of force, purposes of its use, and Florida Statutes that pertain to use of force. The student will know the liabilities and effects associated with the use of force.

OBJECTIVES

The student will:

1. Name the purposes of the use of force, to include:
   a) protection of persons and property
   b) enforce the law
   c) maintain order and control of law violators

2. Explain the basic provisions contained within Chapter 776, F.S., pertaining to use of force, to include:
   a) defense of person
   b) defense of others by aggressor
   c) making an arrest
   d) resisting arrest
   e) deadly force
   f) preventing escape
   g) forcible felony

3. Discuss that Chapters 944 and 945, F.S., are specific to state correctional officers and correctional probation officers.

4. Explain the basic provisions contained within Chapter 944, F.S., pertaining to use of force, to include:
   a) defense of self or another
   b) prevent escape from a state correctional institution
   c) prevent damage to property
d) quell a disturbance 

e) overcome physical resistance to a lawful command 

f) administer medical treatment only by or under the supervision of a physician 
   i. protect health of other persons  
   ii. protect inmate against self-inflicted injury or death 

5. Explain that physical force under Chapter 944, F.S., includes: 
   a) physical control  
   b) nonlethal impact weapons  
   c) deadly force 

6. Define “reasonable force” as it relates to making an arrest as the use of any force which the 
   officer reasonably believes to be necessary to defend himself or herself or another from 
   bodily harm while making the arrest. 

7. Explain that the use of force should be applied only to the degree that it reasonably appears necessary. 

8. Explain the liabilities that are attached to the officer and agency through the use of force, to include: 
   a) legal 
   b) moral  
   c) civil  
   d) administrative  
   e) criminal  
   f) federal civil rights  
   g) community response/reaction 

9. Explain that Section 776.085, F.S. provides for a legal defense to a civil action for damages 
   filed by a convicted forcible felon. 

--END OF TOPIC--
EXECUTIVE CLEMENCY

LEARNING GOAL

The student will comprehend the law governing executive clemency and identify the types of executive clemency that can be granted.

OBJECTIVES

The student will:

1. Explain that executive clemency is governed by Chapter 940, F.S.

2. Explain that executive clemency can be granted by the Governor with the approval of two (2) cabinet members.

3. Identify the types of executive clemency, to include:
   a) full pardon
   b) conditional pardon
   c) commutation of sentence
   d) remission of fines and forfeitures
   e) authority to own or possess firearms
   f) restoration of civil rights
   g) commutation of death sentence

--END OF TOPIC--
RESTORATION OF CIVIL RIGHTS

LEARNING GOAL

The student will understand the basic concept of restoration of civil rights and the eligibility criterion for restoration of civil rights to be automatically granted.

OBJECTIVES

The student will:

1. Identify that, according to Section 940.05 F.S., any person who has been convicted of a felony may be entitled to the restoration of all the rights of citizenship enjoyed prior to conviction if:
   a) full pardon is received from the Board of Pardons
   b) maximum term of the sentence imposed is served
   c) final release has been granted by the Parole Commission

2. Indicate that a full pardon forgives guilt and restores all rights except the right to possess a firearm.

3. List the eligibility criteria for restoration of civil rights to be automatically granted, to include:
   a) offender does not have a disqualifying offense
   b) all restitution costs are paid
   c) there are no outstanding offenses
   d) supervision has been successfully terminated

--END OF TOPIC--
# CORRECTIONAL PROBATION
## INTERPERSONAL COMMUNICATION SKILLS

*CJK_0272, Correctional Probation Interpersonal Communication Skills*  
*44 Hours*

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<td>(A)</td>
<td>Interpersonal Skills</td>
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<td>(B)</td>
<td>Verbal and Written Communication</td>
</tr>
<tr>
<td>(C)</td>
<td>Officer Safety and Street Survival Skills</td>
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<td>(D)</td>
<td>Conflict Resolution</td>
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<td>(F)</td>
<td>Suicide Intervention and Prevention</td>
</tr>
<tr>
<td>(G)</td>
<td>Human Interaction <em>(Instructor note: for this topic, refer to the separate Instructor Guide and Student Workbook.)</em></td>
</tr>
</tbody>
</table>
INTERPERSONAL SKILLS

LEARNING GOAL

The student will understand the concept of interpersonal communication and be able to demonstrate the appropriate techniques that will aid in effective interpersonal relationships.

OBJECTIVES

The student will:

1. Define “courtesy” as the demonstration of consideration, cooperation, and respect when interacting with others.

2. Describe methods that an officer can use to demonstrate courtesy, to include:
   a) voice tone and inflection
   b) word selection and usage
   c) mannerisms
   d) attitude
   e) body posture

3. Explain why courtesy is an important element of criminal justice work, to include:
   a) builds public relations
   b) reflects on agency image and self
   c) creates support for organization
   d) reflects respect for self and others

4. Describe courteous communication, to include:
   a) answering questions promptly
   b) using an appropriate greeting and personal identification
   c) listening actively
   d) recording information (messages) accurately
   e) expressing interest and sincerity
   f) providing requested service or information, if possible
   g) terminating the interaction in a professional manner
5. Identify various individuals that an officer encounters in the course of his or her duties, to include:
   a) offenders
   b) offenders’ families
   c) co-workers
   d) law enforcement
   e) court personnel
   f) community service providers
   g) victims
   h) witnesses
   i) general public

6. Define “interpersonal communication” as transmission and receipt of a message to affect some type of action.

7. Explain “assessing a situation” as evaluating an individual’s surroundings quickly and accurately to determine what is occurring and develop an appropriate response.

8. Explain that nonverbal communication can reflect an individual’s prejudice and attitude.

9. Describe types of nonverbal communication, to include:
   a) body language
   b) facial expressions
   c) gestures
   d) eye contact
   e) clothing/appearance

10. Identify steps in listening, to include:
    a) suspending judgment
    b) identifying key words in the conversation
    c) identifying the intensity/tone of the conversation
    d) identifying the mood of the conversation
11. Define “responding to content” as the skill of seeing and hearing what is really happening and the ability to convey that understanding back to the speaker.

12. Identify the components of the 5W-H method of communication, to include:
   a) who
   b) what
   c) where
   d) when
   e) why
   f) how

13. Explain that asking open-ended questions during a conversation may elicit additional information rather than close-ended questions, which usually result in one word answers.

14. Define “reinforcing behavior” as the use of rewards to encourage the continuation of a desired behavior.

15. Identify that an officer may use both verbal and nonverbal techniques to reinforce desired behavior.

16. Demonstrate effective interpersonal communication techniques in role-play situations.

--END OF TOPIC--
VERBAL AND WRITTEN COMMUNICATION

LEARNING GOAL

The student will be able to effectively communicate verbally and/or in writing.

OBJECTIVES

The student will:

1. Identify the steps used to process requested information, to include:
   a) organizing the materials
   b) redacting confidential information

2. Explain the process to compose a written document, to include:
   a) gather necessary information
   b) verify accuracy of information
   c) organize information in a logical order
   d) use proper grammar
   e) apply proper mechanics
      • spelling
      • capitalization
      • punctuation
      • document format
   f) write the document using standard English avoiding slang, jargon, and obscure terms
   g) edit the document to improve the content
   h) proofread the document to correct mechanical errors

3. Explain that email is a written communication document that can be easily misinterpreted for many reasons, to include:
   a) all capital letters may imply anger
   b) tone of email may be misinterpreted
c) abbreviated jargon may appear unprofessional

4. Discuss the methods that may be used to provide requested information, to include:

   a) written communication
      - email
      - fax
      - letter

   b) verbal communication
      - telephone
      - personal conversation

5. State that all requests for information will be documented in case notes.

6. Demonstrate how to correctly write, edit, and proofread written documents.

7. Demonstrate how to correctly write, edit, and proofread an email document.

--END OF TOPIC--
OFFICER SAFETY AND STREET SURVIVAL SKILLS

LEARNING GOAL

The student will know officer safety techniques to use when approaching a potentially dangerous situation. The student will know the basic concepts and techniques of street survival skills.

OBJECTIVES

The student will:

1. Identify factors that could compromise officer safety, to include:
   a) improper vehicle maintenance
   b) inappropriate dress
   c) careless or aggressive attitude
   d) lack of preparation

2. Identify officer safety techniques that should be used when approaching a potentially dangerous situation, to include:
   a) be conscious of the surroundings
   b) use extreme caution when approaching the situation
   c) be prepared to execute a plan instinctively
   d) be alert for clues or danger signs
   e) recognize hazardous chemicals
   f) use universal safety precautions
   g) be cautious of animals
   h) be familiar with the layout of the residence, if possible
   i) be familiar with the number of persons living in the residence, if possible
   j) use sight, smell, and hearing when assessing the situation
   k) maximize distance from the potential danger area
   l) think survival

3. Discuss that many times an officer can survive being shot or seriously injured by mentally refusing to give up or accept death.
4. List street survival skills an officer should acquire when performing his or her duties, to include:
   a) thorough observation of surroundings
   b) recognition of visual clues of different types of gangs
   c) recognition of paraphernalia that is associated with methamphetamine labs
   d) recognition of common drugs and paraphernalia
   e) display effective verbal and nonverbal communication

5. Demonstrate the ability to apply officer safety and street survival skills in a mock situation.

--END OF TOPIC--
CONFLICT RESOLUTION

LEARNING GOAL

The student will learn to effectively use skills to resolve conflicts.

OBJECTIVES

The student will:

1. Define “conflict resolution” as the act of resolving a dispute or disagreement.

2. List common conflict resolution techniques that are used to settle situations, to include:
   a) mediation
   b) de-escalation

3. Explain that mediation involves counseling an offender (or other parties) and trying to find an acceptable solution.

4. Identify the components of counseling an offender (or other parties), to include:
   a) listening
      • active
      • unbiased
   b) identifying the problem
   c) reviewing the options available
   d) determining the most appropriate response based on professional experience and knowledge

5. Explain that de-escalation is an attempt to reduce the size or intensity of a conflict.

6. Identify de-escalation techniques an officer should use when attempting to resolve a conflict, to include:
   a) appear calm, self-controlled, and confident
   b) allow for greater body space than normal
   c) give clear, brief, assertive instructions
   d) present options and avoid threats
   e) show concern through nonverbal and verbal responses
f) avoid dismissive, overbearing, or patronizing attitude

7. Identify situations where notifying a supervisor is required, to include:
   a) use of force
   b) potential agency liability
   c) submission of an Incident Report

8. Demonstrate the ability to apply conflict resolution techniques in a mock situation.

--END OF TOPIC--
CRISIS INTERVENTION

LEARNING GOAL

The student will know types of common crises, recognize the signs and symptoms of an individual in crisis, and identify the appropriate techniques to use when assisting an offender in crisis.

OBJECTIVES

The student will:

1. Define “crisis” as a crucial, decisive point or situation, or an unstable state that usually has an impending, abrupt, or decisive change.

2. Explain common types of personal crises that an individual may experience, to include:
   a) unemployment
   b) loss of loved one
   c) divorce/family problems
   d) drug/alcohol problems/substance abuse disorder
   e) mental/emotional/psychological problems
   f) financial loss
   g) health issues
   h) legal issues
   i) post-traumatic stress

3. Explain the emotional phases an individual may go through when responding to a crisis, to include:
   a) high anxiety
   b) denial
   c) anger
   d) remorse
   e) withdrawal
   f) grief
   g) reconciliation
4. Explain that traumatic events or crises could increase an offender’s possibility of re-offending.

5. Define “crisis intervention” as the action of coming into a situation that has reached a critical phase in order to modify and defuse the situation.

6. Identify goals of crisis intervention, to include:
   a) protect the individual in crisis from additional stress
   b) assist the individual in organizing and mobilizing resources to de-escalate the crisis situation

7. Identify the steps of crisis intervention, to include:
   a) assessment of the crisis
   b) identification of the crisis
   c) response to the crisis
      • counseling
      • referral
      • involuntary treatment (Chapters 394 and 397, F.S.)
      • voluntary intervention treatment programs
      • arrest

8. Explain the T. Patt Maney Veteran’s Treatment Intervention Act for military service members and veterans under probation or community control

   Military service members under probation or community control supervision who suffer military service-related mental illness, traumatic brain injury, substance abuse disorder, or psychological problem may participate in eligible intervention treatment program through U.S. Department of Veteran Affairs or the Florida Department of Veteran Affairs.

--END OF TOPIC--
SUICIDE INTERVENTION AND PREVENTION

LEARNING GOAL

The student will know common facts and misconceptions about suicide and recall support resources available. The student will comprehend factors and symptoms that signal suicide risk, procedures for intervention and prevention, and an officer’s responsibilities.

OBJECTIVES

The student will:

1. Identify general facts about suicide, to include:
   a) depression is a major factor associated with suicide
   b) three times as many men commit suicide as do women, but women attempt suicide far more often than men
   c) suicide is a leading cause of death for teenagers
   d) alcohol and drug use increases the possibility of suicidal behavior
   e) many suicides, especially among young people, are a result of impulsiveness
   f) many suicide victims make their distress known either directly or indirectly prior to attempt
   g) the risk of suicide is very high among persons who threaten suicide if no intervention is provided
   h) all types of individuals commit suicide

2. Identify factors that may contribute to suicide risk, to include:
   a) history of mental illness
   b) previous suicide attempt(s)
   c) suicide of family member or significant other
   d) recent loss of status or loved one
      • job
      • position of esteem
      • financial
   e) history of drug or alcohol abuse
f) incarcerated for the first time

g) major illness

h) sexual, mental, or physical abuse

3. Describe the differences between attempters and completers of suicide, to include:

a) attempters
   • use less lethal method
   • want to change situation; call for help

b) completers
   • use lethal method
   • have made the decision to end the pain

4. Identify signs and symptoms which may indicate suicidal intentions, to include:

a) depression

b) sudden or extreme changes
   • mood
   • eating or sleeping pattern
   • personal appearance/hygiene

c) references to death (direct and indirect)

d) self-destructive behavior

e) agitation

f) overt psychoses

g) loss of interest in activities or relationships previously enjoyed
   • marked reduction in recreation or exercise activities
   • isolation

h) violent and aggressive behavior

i) feeling hopeless or full of self-hate

5. Identify the five basic steps in the suicide intervention process, to include:
a) establishing a relationship with the person at risk
   • remain non-judgmental and supportive
   • convey patience, interest, self-assurance, hope, and knowledge
b) identifying and focusing on central problems
   • divert the person’s attention from self-destruction
   • stay with the individual until medical assistance arrives
c) evaluating the risk
   • conduct a lethality assessment
   • try to uncover recent significant changes in behavior, which would indicate that
     the person will take drastic action
d) obtaining assistance for the person
   • place the person in protective custody if reasonable cause exists
   • involve mental health professionals
e) following up on any referrals to make sure help has reached the person
   • notify the hospital or treatment facility of the incoming attempted suicide

6. Identify officer safety factors when responding to an attempted suicide, to include:
   a) respond quickly and quietly to avoid creating additional stress for the suicidal
      person, but avoid rushing onto the scene
   b) assess own safety and that of others in immediate vicinity
   c) move onlookers or potentially disruptive persons from scene
   d) separate suicidal person from any weapon as a first priority
   e) establish contact and begin intervention procedure
   f) attempt to lead suicidal person away from any immediate danger
   g) avoid placing self in a position where life and safety depend on the suicidal person
   h) remain alert for any sudden attack or another self-destruction attempt by the
      suicidal person (e.g., suicide by cop)

7. Identify factors that support suicide prevention, to include:
a) thorough intake screening to gather suicide risk information
b) knowledge of offender history and current situation
c) sensitivity to special circumstances that are likely to trigger crisis situations
d) alertness to signs of serious depression

8. Identify resources in a community that can assist in suicide prevention and intervention, to include:
   a) friends
   b) clergy
   c) relatives
   d) mental health personnel
   e) family physician
   f) school guidance counselors or teachers
   g) school resources or liaison officers
   h) social workers
   i) crisis center or suicide intervention hotline
   j) hospital emergency room
   k) police suicide response teams
   l) individuals acting under the Good Samaritan Act as provided in F.S. 893.21

9. Identify procedures to use when an individual has attempted suicide, to include:
   a) alert medical staff and supervisor immediately
   b) presume victim is alive until pronounced dead by a medical authority
   c) administer first aid, as appropriate, until medical help arrives
   d) prepare complete report as soon as possible following the incident

10. Identify the officer’s responsibilities regarding suicide, to include:
    a) identification and response (referral) to suicidal behavior
    b) taking reasonable measures to protect the individual from acting on decision
11. Explain that the officer is not responsible for the individual’s decision to take his or her own life.

12. Demonstrate how to accurately assess the degree of risk (low, medium, or high) for potential suicide victims.

--END OF TOPIC--
Instructor note: Please refer to the Human Interaction Instructor Guide which contains a lesson plan and a student workbook with information about this topic.

--END OF TOPIC--
## CORRECTIONAL PROBATION
### CASELOAD MANAGEMENT

*CJK_0273, Correctional Probation Caseload Management*  
40 Hours

<table>
<thead>
<tr>
<th>Locator</th>
<th>Topic Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>Organizational Skills</td>
</tr>
<tr>
<td>(B)</td>
<td>Initial Intake Audit</td>
</tr>
<tr>
<td>(C)</td>
<td>Offender Financial Obligation Agreement (OFOA)</td>
</tr>
<tr>
<td>(D)</td>
<td>Case Management</td>
</tr>
<tr>
<td>(E)</td>
<td>Transfer of Supervision</td>
</tr>
</tbody>
</table>
ORGANIZATIONAL SKILLS

LEARNING GOAL

The student will define organization and explain the different organizational techniques that contribute to a well-balanced working environment.

OBJECTIVES

The student will:

1. Define “organization” as placing items in an orderly or structured manner.

2. Explain that organization can contribute to efficiency, effectiveness, and positive time management while reducing errors.

3. List different organizational techniques, to include:
   a) grouping
   b) prioritizing
   c) placing items in chronological order (i.e., oldest to newest)

4. Explain that file maintenance is a method of organization that includes placing documents in correct order and purging files as necessary.

5. Demonstrate the ability to apply organizational skills to a mock file.

--END OF TOPIC--
INITIAL INTAKE AUDIT

LEARNING GOAL

The student will know how to complete an offender’s initial intake audit within the appropriate time frame.

OBJECTIVES

The student will:

1. Explain that Section 945.25, F.S. specifies the documentation that should be maintained within an offender’s file.

2. Define “intake audit” as a supervisor’s review of an offender’s file within the first 60 days of supervision.

3. State that in preparing for the supervisor’s review, the items listed on the initial intake audit will be completed.

4. State that any deficiencies noted on the initial intake audit will be addressed within established time frames.

5. Demonstrate how to accurately perform an initial intake review by completing required forms and electronically recording relevant information into the appropriate databases.

--END OF TOPIC--
OFFENDER FINANCIAL OBLIGATION AGREEMENT (OFOA)

LEARNING GOAL

The student will be able to monitor and enforce a court ordered Offender Financial Obligation Agreement (OFOA).

OBJECTIVES

The student will:

1. Explain that the Offender Financial Obligation Agreement (OFOA) is established and maintained based on the information within the Court Ordered Payment System (COPS) database.

2. Explain that the OFOA will be reviewed with the offender, to include:
   a) instruct on monetary obligations
   b) obtain required signatures
   c) provide offender with copy of the signed OFOA

3. Explain the follow-up for missed monthly payments, to include:
   a) determine offender’s ability to pay
   b) determine offender’s eligibility for Cost of Supervision exemption
   c) submit violation, if required

4. Explain that Section 948.09, F.S., provides the authority for the Department of Corrections to exempt part or all costs of an offender’s supervision.

5. Identify the condition(s) specified in Section 948.09, F.S. that an offender must meet to become eligible for Cost of Supervision exemption in part or whole, to include:
   a) has attempted to diligently gain employment without success
   b) is a fulltime student
   c) has a disability that prevents employment
   d) age prevents employment
   e) is responsible for the support of dependents, and the payment creates an undue hardship on the offender
   f) is transferred out of state pursuant to an interstate compact
g) receives any of the following monies from the federal government:

- Supplemental Security Income (SSI)
- Aid for Dependent Children (AFDC)
- Veteran’s Disability Pension (VDP)

h) receives exemption from the sentencing authority

i) has other extenuating circumstances, as determined by the Secretary of Corrections

6. Explain that the offender must produce documentation of household income to determine his or her ability to pay supervision costs.

7. Explain that any modification of the financial obligation agreement will include:

   a) recalculating the OFOA
   b) obtaining appropriate signatures
   c) providing offender a copy of the signed OFOA

8. Demonstrate how to generate and recalculate an OFOA.

--END OF TOPIC--
CASE MANAGEMENT

LEARNING GOAL

The student will determine offender compliance by conducting a review of the offender’s file, and determining and correcting deficiencies.

OBJECTIVES

The student will:

1. Define “offender compliance” as the offender abiding by the supervision order.

2. Describe the steps involved in reviewing case materials, to include:
   a) determine offender’s compliance with supervision
   b) determine the suitability of the program
   c) determine termination date for each component
   d) determine appropriate risks
   e) compare information in case file to that contained in the database

3. Explain that case material should be continuously reviewed for monitoring offender compliance.

4. Explain that a part of case management is determining if an offender is eligible for early termination.

5. Discuss the different components of an offender’s probation that must be analyzed when determining early termination, to include:
   a) history of supervision
   b) appropriate amount of supervision term has been completed
   c) current compliance with conditions of supervision
   d) special conditions have been fulfilled
   e) monetary conditions have been fulfilled
   f) justification for early termination

6. Explain that the officer will verify that the termination date is accurate.

7. Identify the different information within the OBIS that should be reviewed for case management purposes, to include:
a) termination date of each sentencing component
b) risk classification
c) employment
d) personal characteristics
e) photo date
f) DNA collection date
g) residence
h) community service hours
i) drug testing
j) program referral
k) case notes
l) contact standards
m) special conditions

8. State that preparing a file for audit will include ensuring that the case review printout is current.

9. Identify the process of verifying the accuracy of an offender’s information for case management purposes, to include:
   a) compare and contrast the offender’s file with all appropriate databases
   b) review all discrepancies
   c) investigate discrepancies
   d) resolve discrepancies

10. Explain that the offender’s risk classification should be continuously monitored.

11. Explain that a case review exception is a task that needs to be addressed within mandated time frames.

12. Demonstrate how to locate special conditions of supervision in OBIS.

13. Demonstrate how to accurately verify the sentence structure screen in OBIS with court material.

14. Demonstrate how to locate at least two screens in OBIS that display an offender’s risk classification.

--END OF TOPIC--
TRANSFER OF SUPERVISION

LEARNING GOAL

The student will be able to transfer or receive a case within Florida. The student will also know how to transfer or receive a case using the rules of the Interstate Compact for Adult Offender Supervision.

OBJECTIVES

The student will:

1. State that the officer may initiate a transfer upon an offender’s request.
2. State that review of the case material will determine if the offender is eligible for transfer.
3. Explain the process of transferring an offender within the State of Florida, to include:
   a) approve the proposed residential information
   b) approve the proposed employment information
   c) review file for conflicts with Supervision Order
   d) identify public safety concerns
   e) update the Offender-Based Information System (OBIS)
   f) advise offender of the reporting instructions from the receiving office
   g) complete required documents
   h) obtain supervisor’s approval
4. Explain the process of receiving a transferred case within the State of Florida, to include:
   a) make contact with the offender
   b) identify the offender
   c) review case material to assess the appropriateness of the transfer
   d) reinstruct the offender on the Supervision Order
   e) verify offender residence through personal field contact
   f) complete required documents
5. Explain that the Interstate Compact for the supervision of adult offenders is an agreement that promotes cooperation and coordination among participating states for the transfer of supervision of eligible offenders across state boundaries. (Section 949.07, F.S.)
6. Identify the criteria for mandatory transfer of an offender out of state under the Interstate Compact for Adult Offender Supervision, to include:
   a) have more than 90 days or an indefinite period of supervision remaining at the time the transfer request is submitted
   b) have a valid plan of supervision
   c) is in substantial compliance with supervision within the sending state
   d) is a resident of the receiving state or has resident family within the receiving state who indicate a willingness and ability to assist the offender as specified in his or her plan of supervision
   e) can obtain employment within the receiving state or has means of support

7. Identify the criteria for the discretionary transfer of an offender out of state under the Interstate Compact for Adult Offender Supervision, to include:
   a) the sending state may request transfer of supervision of an offender who does not meet the eligibility requirements
   b) the sending state must provide sufficient documentation to justify the requested transfer
   c) the receiving state shall have the discretion to accept or reject the transfer of supervision in a manner consistent with the purpose of the compact

8. Explain that the Compact Administrator is responsible for transactions between Florida and other states regarding transfers.

9. Explain the process of transferring an offender out of the state, to include:
   a) review the Interstate Compact criteria for eligibility
   b) verify reason for transfer
   c) verify residence
   d) verify employment or means of support
   e) submit interstate transfer packet to the compact administrator

--END OF TOPIC--
CORRECTIONAL PROBATION SUPERVISION

*CJK_0274, Correctional Probation Supervision* 88 Hours

<table>
<thead>
<tr>
<th>Locator</th>
<th>Topic Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>Supervision Techniques</td>
</tr>
<tr>
<td>(B)</td>
<td>Types of Supervision</td>
</tr>
<tr>
<td>(C)</td>
<td>Recognizing Deception and Manipulation</td>
</tr>
<tr>
<td>(D)</td>
<td>Offender Orientation</td>
</tr>
<tr>
<td>(E)</td>
<td>Community Resources</td>
</tr>
<tr>
<td>(F)</td>
<td>Field Supervision</td>
</tr>
<tr>
<td>(G)</td>
<td>Offender Employment</td>
</tr>
<tr>
<td>(H)</td>
<td>Offender Supervision Progress</td>
</tr>
<tr>
<td>(I)</td>
<td>Drug and Alcohol Testing</td>
</tr>
<tr>
<td>(J)</td>
<td>Arrest Procedures</td>
</tr>
<tr>
<td>(K)</td>
<td>Warrantless Arrest</td>
</tr>
<tr>
<td>(L)</td>
<td>Violation and Warrant Procedures</td>
</tr>
<tr>
<td>(M)</td>
<td>Absconder Procedures</td>
</tr>
<tr>
<td>(N)</td>
<td>Offender Deportation</td>
</tr>
<tr>
<td>(O)</td>
<td>Offender Informant Procedures</td>
</tr>
<tr>
<td>(P)</td>
<td>Child and Elderly Abuse</td>
</tr>
<tr>
<td>(Q)</td>
<td>Domestic Violence Intervention</td>
</tr>
<tr>
<td>(R)</td>
<td>Recognizing Substance Abuse</td>
</tr>
<tr>
<td>(S)</td>
<td>Persons with Mental Illnesses</td>
</tr>
<tr>
<td>(T)</td>
<td>Baker Act</td>
</tr>
</tbody>
</table>
SUPERVISION TECHNIQUES

LEARNING GOAL

The student will define supervision and understand the basic responsibilities of supervision. The student will identify effective supervisory techniques and general rules of supervision for various situations.

OBJECTIVES

The student will:

1. Define “supervision” as the action, process, or occupation of overseeing and directing in order to accomplish task(s).

2. Explain that the goal of supervision is to successfully reintegrate the offender back into society.

3. Identify that failure to recognize individual differences among those being supervised is the most common supervision error.

4. Identify factors that enhance the chances of positive effects when supervising offenders, to include:
   a) “firm, but fair”
   b) job knowledge
   c) self-confidence
   d) consistent temperament
   e) ability to give clear, understandable instructions
   f) ability to recognize individual differences
   g) ability to correct and praise (give praise in private)
   h) ability to make positive corrective comments (give corrective comments in private)
   i) ability to keep one’s word
   j) ability to consider all factors before reaching conclusions

5. Identify general rules that officers should be aware of regarding supervision, to include:
   a) avoid over-familiarization with individuals under supervision
   b) do not gossip with individuals under supervision
   c) do not give legal advice to individuals under supervision
d) do not show
   - favoritism
   - bias
   - prejudices
   - opinions

e) never make a promise

f) do not discuss other staff members with individuals under supervision

6. Identify principles of successful supervision, to include:
   a) positive reinforcement is a powerful motivator of human action
   b) an individual is more likely to do something if he or she understands the reason for the action is understood
   c) suggest alternatives to the actions that the individual wishes to pursue
   d) a decision will be more meaningful and forceful if the offender is able to make it himself or herself
   e) use “no” judiciously, convincingly, and fairly
   f) refrain from using profanity or vulgarity
   g) bullying or belittling will arouse resentment and antagonism
   h) recognizing deception and manipulation

7. Identify consequences of poor supervision, to include:
   a) non-compliance to conditions of supervision
   b) conflict between the officer and individual under supervision

8. Demonstrate effective supervision techniques in a mock situation.

--END OF TOPIC--
TYPES OF SUPERVISION

LEARNING GOAL

The student will identify and explain the different types of supervision.

OBJECTIVES

The student will:

1. List the different types of supervision, to include:
   
a) Administrative – non-reporting status, but periodic record checks are completed to verify the offender has not violated the law
   
b) Probation – a term or sentence imposed by the court with standard statutory conditions as well as special conditions
   
c) Drug Offender – intensive supervision that emphasizes treatment of the offender
   
d) Community Control I – a community-based punishment alternative to incarceration or regular probation
   
e) Community Control II (electronic monitoring) – a type of community control that involves placing community controlees on electronic monitoring
   
f) Sex Offender Probation – the standard terms and conditions of probation or community control apply to persons on sex offender probation, along with additional terms and conditions specified in statutes
   
g) Conditional Release – applies to certain inmates convicted for committing very serious crimes who are released from incarceration prior to completion of their sentence due to application of gain time credits or, as specified in s. 916.304(1), F.S., intellectual disability or autism, based on an approved written plan for providing community-based training.
   
h) Pretrial Intervention – a state attorney diversion program requiring contact with a probation officer for persons charged with a crime, with delayed disposition until successful completion of imposed conditions
   
i) Addiction Recovery – a release program under the authority of the Florida Parole Commission for inmates with a history of drug use
   
j) Parole – applies to inmates released from prison under the authority of the Florida Parole Commission for offenses committed prior to October 1, 1983
   
2. Explain types of supervision to different audiences, to include:
a) offenders
b) family members
c) employers
d) court officials
e) media
f) general public

--END OF TOPIC--
RECOGNIZING DECEPTION AND MANIPULATION

LEARNING GOAL

The student will identify why individuals engage in the manipulation and deception of staff and the methods they use. The student will recognize manipulation and deception and understand ways to avoid being deceived and manipulated.

OBJECTIVES

The student will:

1. Identify reasons individuals engage in the manipulation and deception of staff, to include:
   a) status among peers
   b) personal reward and gain
   c) control of staff

2. Identify possible signs of manipulation and deception, to include:
   a) over-friendliness of individual toward officer
   b) excessive praise and flattery, building ego of officer
   c) sharing rumors concerning the staff member or others
   d) requesting personal information
   e) forming bond between individual and staff member
   f) excessive dependency of individual on staff member and vice versa

3. Identify factors that influence the selection of a staff member as a victim of deception and manipulation, to include:
   a) new employee
   b) overly trusting or naïve
   c) overly familiar
   d) not confident
   e) complacent

4. Identify methods used to gather information about staff for deception and manipulation, to include:
a) observing behavior of staff member with other staff, supervisors, offenders
b) asking questions
c) listening to conversations among staff members

5. Identify methods used to deceive or manipulate staff, to include:
   a) breaking small rules to test reaction
   b) refusing to cooperate
c) devising methods to modify the officer’s behavior
d) circumventing or disobeying rules
e) willingness to do something wrong regardless of the punishment
f) distraction
g) mood changes
h) using special circumstances or situations, i.e., physical conditions, illnesses or injuries

6. Explain that an officer will encounter problems when exhibiting excessive friendliness, over familiarization, and favoritism.

7. Identify types of deception that can be used on an officer, to include:
   a) individual (one-on-one)
   b) team (may be a long-term and complex effort)

8. Identify factors that help an officer avoid deception or manipulation, to include:
   a) knowing job and performing it properly
   b) communicating and acting in a manner that identifies the officer as a person of skill and knowledge
c) treating everyone firmly, but fairly
d) documenting individual’s behavior
e) maintaining professional appearance
f) monitoring remarks, gestures, actions
g) enforcing rules and regulations
h) exhibiting self-esteem and self-confidence

9. Demonstrate appropriate responses to manipulation and deception in role-play situations.

10. Demonstrate the ability to accurately respond to an offender who is behaving in an overly familiar manner.

--END OF TOPIC--
OFFENDER ORIENTATION

LEARNING GOAL

The student will be able to conduct a thorough offender orientation through understanding the standard and special conditions of supervision, the legal requirements an offender must comply with, and the potential advantages of compliance and consequences of noncompliance with supervision.

OBJECTIVES

The student will:

1. Identify the process for instructing the offender to report to the appropriate supervision office, to include:
   a) verify offender’s current address
   b) consult the supervision office directory
   c) locate the nearest office for the offender
   d) provide directions to the designated office
   e) advise the time frame requirements
   f) discuss the consequences of not reporting

2. Explain that the department will provide an approved interpreter during initial orientation, when necessary, and any other time required by law.

3. Identify the process for verifying the offender’s identity, to include:
   a) conduct a Rapid Identification (ID) transaction
   b) obtain photo identification
   c) complete the intake documentation forms

4. Identify that correctional probation officers of the Florida Department of Corrections are authorized to collect biological specimens (e.g., saliva) from specified offenders for DNA testing. (Section 943.325, F.S.)

5. Determine the relevant case materials that must be reviewed to conduct an offender orientation, to include:
   a) court minutes
   b) Supervision Order
   c) Cost Order
Instructions to the Offender form

6. Discuss the role of the officer and offender, to include:
   a) officer’s role is to enforce the supervision order and provide offender with assistance in locating resources needed to successfully complete supervision
   b) offender’s role is to appropriately follow instructions and to comply with the supervision order

7. List the standard conditions of supervision in s. 948.03, F.S., that an offender shall comply with, to include:
   a) report to the probation office as instructed
   b) permit the officer to visit residence, employment, or other approved areas
   c) maintain suitable employment
   d) support any legal dependents to the best of ability
   e) remain within a specified area
   f) live without violating any law
   g) make restitution for damage(s) or loss(es), as required
   h) submit to random drug and alcohol testing
   i) submit to the drawing of blood or other biological specimens
   j) avoid using intoxicants to excess or possessing any drugs or narcotics unless prescribed by physician
   k) refrain from visiting places where intoxicants, drugs, or other dangerous substances are unlawfully sold, dispensed, or used
   l) refrain from associating with person(s) engaged in criminal activity
   m) pay monetary obligations
   n) refrain from carrying, possessing, or owning any firearm or weapon without consent
   o) submit to the taking of a digitized photograph

8. List the special conditions of supervision an offender shall comply with, to include:
   a) community service conditions
   b) treatment conditions and intervention treatment programs
c) educational conditions

d) curfew regulations

e) any other conditions ordered by the sentencing authority

9. Explain that special conditions of supervision are defined by the sentencing authority.

10. Explain the different legal requirements an offender must comply with, to include:

   a) registration with local law enforcement
   b) provide DNA, if required
   c) pay child support
   d) maintain valid driver’s license
   e) comply with all other legal requirements

11. State that a violation of probation can be submitted to the sentencing authority as a penalty for willful noncompliance with the conditions of supervision.

12. Explain that the sentencing authority has the final determination for defining the penalty for noncompliance with the conditions of supervision.

13. List the potential advantages for compliance with the conditions of supervision, to include:

   a) early termination
   b) successful completion of supervision
   c) reduction of supervision level

14. Explain procedures for developing a supervision plan, to include:

   a) evaluate offender’s educational needs
   b) identify offender’s employment needs
   c) evaluate offender’s financial status
   d) evaluate offender’s environment
   e) identify available resources
   f) discuss time frames
   g) document in case notes

15. Explain the process for documenting offender orientation, to include:
a) obtain the offender’s signature on all required documentation

b) enter instructions given to the offender into the appropriate database

16. State that offender supervision may involve family support and cooperation.

17. Explain that information and referrals may be provided to the offender’s family, if requested.

18. Explain that special supervision needs and expectations may be identified, to include:

   a) potential safety concerns

   b) domestic or other needs of the offender

   c) expectations of supervision

19. Demonstrate the ability to use the DC website to locate a probation office closest to the residence of an offender who is requesting a transfer.

20. Demonstrate the ability to complete an intake data sheet.

21. Instruct an offender on the conditions of supervision through a mock orientation.

22. Demonstrate the ability to enter and update the residence and employment screens using OBIS.

--END OF TOPIC--
COMMUNITY RESOURCES

LEARNING GOAL

The student will identify appropriate community resources to assist an offender in receiving treatment for personal and/or relationship issues. The student will know the processes to refer an offender to a voluntary self-improvement program(s) as well as to satisfy the conditions of supervision.

OBJECTIVES

The student will:

1. Identify reasons why an officer would make community resource referrals for an offender, to include:
   a) providing professional support to aid the offender in resolving personal issues
   b) complying with a mandate of the offender’s order of supervision

2. Explain the steps of the offender referral process, to include:
   a) assess the offender’s need/Supervision Order
   b) obtain other staff and/or agency recommendations
   c) refer to the appropriate agency based on identified solutions
   d) submit referral form

3. Identify the appropriate social service agency(s) to refer an offender, based on an evaluation of the offender’s needs and/or to satisfy the conditions of supervision, to include:
   a) mental health
   b) alcohol and drug services/licensed substance abuse education and intervention treatment program providers
   c) legal aid
   d) vocational counseling
   e) financial assistance
   f) child care
   g) family counseling
   h) health services
i) housing services

j) community alliances, aging, and adult protection programs

k) domestic abuse centers

4. Identify that the officer will answer court inquiries related to available community resources specific to the offender’s needs.

5. Explain that the officer will only make referrals to approved treatment providers.

--END OF TOPIC--
FIELD SUPERVISION

LEARNING GOAL

The student will identify the different reasons for conducting field supervision. The student will know how to effectively plan and conduct field supervision.

OBJECTIVES

The student will:

1. Identify the various reasons for conducting field supervision, to include:
   a) to obtain information
   b) to verify information
   c) to observe environment
   d) for surveillance
   e) to provide temporary supervision upon request from another office
   f) to provide information

2. List the different databases that could be reviewed when planning to make a field visit, to include:
   a) Offender-Based Information System (OBIS)
   b) Comprehensive Case Information System (CCIS)
   c) Florida Crime Information Center II/National Crime Information Center 2000 (FCIC II/NCIC 2000)
   d) other local computerized court record services
   e) maps

3. Identify the case materials that are needed to plan and conduct field supervision, to include:
   a) offender identification
   b) offender’s criminal history
   c) residence information
   d) employment information
   e) case notes
f) Supervision Order

g) information alleging violation

h) current state of compliance with supervision

4. Explain the process for completing a field itinerary, to include:
   
a) consider time frames, geographic area, and supervision priorities
   
b) prepare field itinerary
   
c) submit field itinerary to supervisor

5. Explain that local law enforcement may need to be notified when conducting field supervision.

6. Identify the process for verifying the suitability of an offender’s residence, to include:
   
a) review Supervision Order(s)
   
b) conduct a personal home visit
   
c) survey the environment
   
d) verify the residence plan with other home occupants or owner/landlord, if necessary
   
e) ensure residence is not in violation of supervision conditions, local ordinances, and state/federal law

7. Identify the proper safety equipment to use when conducting field supervision, to include:
   
a) body armor
   
b) cell phone
   
c) flashlight
   
d) handcuffs
   
e) chemical agents
   
f) radio
   
g) firearm, if certified

8. State the required components for documenting field contacts, to include:
   
a) time frames
   
b) contact type
c) military time

d) date

e) person contacted

f) pertinent observations, information discussed, and other relevant data

g) officer initials

9. Demonstrate how to accurately record field supervision in electronic case notes.

--END OF TOPIC--
OFFENDER EMPLOYMENT

LEARNING GOAL

The student will know how to verify an offender’s employment and the requirements for notifying an offender’s employer of supervision status.

OBJECTIVES

The student will:

1. Identify information necessary for verification of employment, to include:
   a) employer contact information
   b) employment duties
   c) employment schedule
   d) employment compensation
   e) self-employment documentation

2. Explain that the offender’s employer will be notified of supervision status within 30 days of employment.

3. State that the offender will be informed of the officer’s duty to notify the employer of the offender’s supervision status.

--END OF TOPIC--
OFFENDER SUPERVISION PROGRESS

LEARNING GOAL

The student will know how to accurately assess the progress of an offender through identifying concerns, needs, and solutions leading to the development of an appropriate plan of action.

OBJECTIVES

The student will:

1. Explain the process for evaluating an offender’s progress, to include:
   a) reviewing case materials
   b) conducting a criminal records check
   c) discussing progress with the offender
   d) identifying problems and concerns

2. Explain that the officer should consider all information when determining approaches or solutions for an offender, to include:
   a) past history
   b) treatment history
   c) collateral sources

3. Explain that a plan of action for supervision will be developed based upon the offender’s needs, concerns, and recommended solutions.

4. Identify the process for developing a plan of action, to include:
   a) initiate an appropriate treatment plan
   b) reinforce positive behavior through positive communication
   c) reassess progress

5. Demonstrate how to locate an offender’s treatment history using OBIS.

--END OF TOPIC--
DRUG AND ALCOHOL TESTING

LEARNING GOAL

The student will learn the process of safely collecting and testing specimens for the presence of drugs and/or alcohol.

OBJECTIVES

The student will:

1. List the necessary safety precautions to use in collecting specimens for drug and/or alcohol testing, to include:
   a) personal protection equipment
   b) appropriate cleaning supplies
   c) appropriate disposal using universal precautions

2. Identify the steps in collecting urine specimens for drug and/or alcohol testing, to include:
   a) identify offender
   b) wear protective safety equipment
   c) instruct offender to wash his or her hands
   d) provide the offender an unused specimen container
   e) directly observe the offender provide the specimen (mirrors may be used)
   f) accept specimen container from the offender
   g) visually inspect the sample

3. Explain that an on-site testing device will be used in the presence of the offender.

4. Explain the process if the urine sample is negative, to include:
   a) discard specimen
   b) discard testing device in collection container
   c) record test result

5. Explain that if the urine sample is positive, the officer will:
   a) notify offender of the result
b) give offender the opportunity to sign admission form

c) submit specimen to lab, if required

d) conduct warrantless arrest, if required

e) report positive test results to sentencing authority

6. Describe the procedure when a specimen tests positive and the offender denies use, to include:

   a) process specimen using chain of custody

   b) provide specimen to lab

   c) discard testing container and testing device

   d) report positive test results to sentencing authority

--END OF TOPIC--
ARREST PROCEDURES

LEARNING GOAL

The student will know how to determine criteria requiring arrest of an offender. The student will also be able to conduct an arrest safely and legally.

OBJECTIVES

The student will:

1. Explain that Section 947.22, F.S. and Section 948.06, F.S., give correctional probation officers the authority to arrest supervised Florida offenders, with or without a warrant.

2. List reasons that may require an offender to be arrested, to include:
   a) active warrant
   b) reasonable grounds to believe a violation of supervision has occurred

3. List steps involved in the safe and legal arrest of an offender, to include:
   a) verify that a warrant is active, if required
   b) notify supervisor
   c) complete probable cause affidavit
   d) call for local law enforcement assistance
   e) identify self to the offender
   f) advise offender of reason for arrest
   g) follow use of force guidelines

4. Explain that an officer will verify that a warrant is active by contacting the originating agency.

5. Describe that case material should be reviewed to determine if an arrest should be initiated, to include:
   a) information indicating a violation has occurred
   b) criteria that has been met for a warrantless arrest
   c) an active warrant

6. State that the probation officer will assist law enforcement in conducting an arrest, as needed.
7. List the appropriate documents to be completed upon the arrest of an offender, to include:

a) probable cause affidavit
b) violation report
c) affidavit
d) warrant, if required

--END OF TOPIC--
WARRANTLESS ARREST

LEARNING GOAL

The student will identify the criteria for a warrantless arrest and be able to safely execute a warrantless arrest.

OBJECTIVES

The student will:

1. Define “warrantless arrest” as the authority to arrest an offender without a warrant under Section 947.22, F.S.

2. Explain that the officer has to have reasonable grounds to believe that the probationer/offender has violated conditions of supervision in a material respect.

3. List the criteria in which an officer has the authority to conduct a warrantless arrest, to include:
   a) there are reasonable grounds to believe that a willful and substantial violation has occurred
   b) there is imminent danger to any individual or the public in general if the offender is not taken into custody

4. Explain that local law enforcement will need to assist the officer when a warrantless arrest is conducted.

5. Explain that the officer will advise the offender about the violation, to include:
   a) condition of supervision that has been violated
   b) how the condition was violated

6. List the required documents that must be completed when conducting a warrantless arrest, to include:
   a) probable cause affidavit listing alleged violation
   b) sworn statements from victim/witness
   c) other local law enforcement required documents

--END OF TOPIC--
VIOLATION AND WARRANT PROCEDURES

LEARNING GOAL

The student will identify the purpose of a violation report and describe the appropriate procedures to follow when preparing and submitting the report. The student will identify the appropriate procedures to follow when preparing and submitting an affidavit and warrant.

OBJECTIVES

The student will:

1. Explain the process of investigating the accuracy of an alleged violation or accusation, to include:
   a) interview witness(es), if necessary
   b) conduct necessary investigative work
   c) obtain the offender’s statement
   d) evaluate relevant documentation obtained through the investigation

2. Explain that hearsay evidence is admissible in a violation of probation hearing.

3. Explain that the offender’s statement must be obtained before completing the violation report, unless the offender has absconded.

4. Explain that the officer needs to evaluate the circumstances of the violation to determine if it is willful.

5. Identify the different sections of a violation report, to include:
   a) how the violation occurred
   b) offender statement
   c) history of supervision
   d) recommendation for disposition

6. Identify that an affidavit is required to obtain a warrant from the court.

7. Explain that the violation report, affidavit, and warrant must be approved by the supervisor.

8. Explain that an affidavit is not required for a Florida Parole Commission case.

9. List the documentation that must be submitted to the court, to include:
   a) violation report
b) affidavit

c) warrant

10. Explain that the supervision period may be tolled under certain circumstances.

11. Identify that the officer must submit an amended affidavit and addendum to the violation report if an offender continues to violate the conditions of supervision after the violation report, affidavit, and warrant have been submitted.

12. Explain that the officer can conduct an arrest after the warrant has been activated by the sentencing authority.

13. Demonstrate the ability to accurately complete a violation report, affidavit, and warrant.

--END OF TOPIC--
ABSCONDER PROCEDURES

LEARNING GOAL

The student will identify criteria for determining if an offender has absconded. The student will know how to initiate the Be On the Look Out (BOLO) procedure for an offender who has absconded based on established criteria.

OBJECTIVES

The student will:

1. Explain that an absconder is an offender who ceases to make himself or herself available for supervision, after attempts to locate (and make contact with) the offender have been unsuccessful.

2. Define “Be On the Look Out” (BOLO) as a Florida administrative message, in Florida Crime Information Center II, for law enforcement officers.

3. Explain that an officer, prior to filing an affidavit and/or warrant, will attempt to locate an absconded offender by various means, to include:
   a) contacting the offender by phone
   b) conducting field visit(s) to locations that the offender is known to frequent, including approved residence
   c) contacting the offender’s employer
   d) contacting local jails
   e) conducting a records check on the offender

4. Explain that an officer will complete a thorough investigation to determine if the offender has absconded and file a violation report.

5. Identify that an officer will request a BOLO for an absconder that is a violent/high risk offender who poses a threat to public safety.

6. Explain that the purpose of the BOLO is to direct Florida law enforcement agencies to detain the offender for questioning or potential arrest.

7. List the steps necessary to initiate a BOLO, to include:
   a) verify offender has absconded
   b) notify supervisor
   c) request BOLO
d) verify with FDLE that BOLO was received

e) notify the Absconder Unit, if applicable

--END OF TOPIC--
OFFENDER DEPORTATION

LEARNING GOAL

The student will be able to initiate the process for possible deportation if an offender is identified as an illegal alien.

OBJECTIVES

The student will:

1. Define “Immigration and Customs Enforcement (ICE)” as the federal agency responsible for enforcing immigration and custom laws within the United States. The Immigration and Customs Enforcement agency is a division of Homeland Security.

2. Define an “illegal alien” as a foreign person entering the United States contrary to the laws governing immigration.

3. List documentation that could be used to identify immigration status, to include:
   a) birth certificate
   b) Certificate of Naturalization
   c) U.S. Passport

4. List the responsibilities of the officer initiating the process for possible deportation, to include:
   a) obtain the information regarding the immigration status
   b) verify the offender’s immigration status
   c) notify ICE of the immigration issue
   d) discuss with supervisor

--END OF TOPIC--
OFFENDER INFORMANT PROCEDURES

LEARNING GOAL

The student will be able to identify the procedures required for an offender to be used as an informant.

OBJECTIVES

The student will:

1. State that the requesting law enforcement agency will provide the details concerning the informant’s activities.

2. Identify considerations that should be reviewed when an offender is being considered as an informant, to include:
   a) conflict with conditions of supervision
   b) officer/public safety concerns
   c) rehabilitative efforts
   d) coercion

3. Explain that an offender informant request must be approved through the proper chain of command.

--END OF TOPIC--
CHILD AND ELDERLY ABUSE

LEARNING GOAL

The student will know the procedure for recognizing and reporting signs of abuse in children, the elderly and disabled adults to the appropriate authorities.

OBJECTIVES

The student will:

1. Identify that law enforcement officers are required by Section 39.201, F.S., to immediately report child/elder/disabled adult abuse, abandonment, or neglect using the abuse hotline number.

2. Explain that the definitions of child abuse, aggravated child abuse, and neglect of a child are found in Section 827.03, F.S.

3. Describe the types and signs of abuse that may occur in children, to include:
   a) physical
      • suspicious bruises, welts, burns, and bite marks on the skin
      • bone fractures
   b) behavioral
      • fear of going home
      • wary of adult contact
      • frightened by caregiver (parent)
   c) emotional
      • feelings of worthlessness
      • humiliation
      • extreme withdrawal
   d) sexual
      • difficulty walking or sitting
      • bruising and/or bleeding in the vaginal or anal areas
      • sexually transmitted diseases, especially in children under thirteen
• withdrawal; engages in fantasy or infantile behavior

4. Identify signs of neglect and abandonment, to include:
   a) leaving child home alone
   b) inadequate food, clothing, or shelter
   c) inadequate healthcare
   d) positive drug or alcohol test by adult living in same residence

5. Explain the Florida Safe Harbor Act as described in s. 39.001 F. S.

6. Explain that the Protect Our Children Act of 2012 and its penalties are described in 775.082, F.S., 775.083, F.S., 775.084, F.S.

7. Define “elderly person” as an individual 60 years of age or older who is suffering from the infirmities of aging as manifested by advanced age or organic brain damage, or other physical, mental, or emotional dysfunction, to the extent that the person’s ability to adequately provide for his or her own care or protection is impaired. F.S. §825.101.

8. Explain that “elder or disabled adult abuse and neglect” is defined in Section 825.102, F.S.

9. Describe the signs of elderly or disabled adult abuse, to include:
   a) physical
      • suspicious cuts, burns, welts, bruises and/or bite marks on the skin
      • bone fractures
      • abuse of medication
   b) emotional
      • agitation
      • apathy, withdrawal, depression, non-communication
   c) sexual
      • scared and timid behavior
      • odd or misplaced comments about sex or sexual behavior
      • pregnancy

10. Identify that the primary concern of an officer is the safety of the abused individual.

11. Describe the procedure that an officer must perform if abuse is suspected, to include:
   a) collect information regarding suspected abuse
   b) determine if immediate intervention is necessary to protect the individual
c) contact the Abuse Hotline to report the incident

--END OF TOPIC--
DOMESTIC VIOLENCE INTERVENTION

LEARNING GOAL

The student will define domestic violence and understand the procedures for appropriate intervention and referral. The student will also know reasons and theories regarding domestic violence.

OBJECTIVES

The student will:

1. Define “domestic violence,” in accordance with Section 741.28(2), F.S., as any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, or any criminal offense resulting in physical injury or death of one family or household member by another family or household member.

2. Define “family or household member,” in accordance with Section 741.28(3), F.S., as any spouse, former spouse, persons related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family and persons who are parents of a child in common regardless of whether they have been married. With the exception of persons who have a child in common, the family or household members must be currently residing or have in the past resided together in the same single-dwelling unit.

3. Identify reasons for domestic violence, to include:
   a) poor self-image
   b) economic pressures
   c) stereotyped view of women/men
   d) poor childhood experiences
   e) alcohol and substance abuse

4. Identify reasons why people remain in abusive situations, to include:
   a) fear, shame
   b) low self-esteem
   c) isolation (loneliness, social isolation)
   d) financial dependence
   e) lack of alternative housing
   f) cultural and religious constraints
g) lack of job skills

h) denial

5. Identify reasons victims typically under-report cases of domestic violence, to include:

   a) psychological disassociation from violence
   b) fear of reprisal
   c) fear of involvement in the justice system process
   d) guilt about failure of the relationship and its effect on the children
   e) belief that their partner (spouse, boyfriend, girlfriend, etc.) will change
   f) anxiety and fear over making formidable life changes
   g) social stigma
   h) tendency of victim to minimize severity of abusive behavior

6. Identify appropriate response procedures for intervention, to include:

   a) counseling for individual(s)
   b) referral to appropriate resources
   c) notification of law enforcement authorities
   d) notification of Department of Children and Families, if appropriate
   e) teaming with another officer (if possible, with a team member of the opposite gender)

7. State that various calming techniques may be helpful when de-escalating domestic violence situations.

8. Demonstrate the ability to resolve a mock domestic violence situation.

--END OF TOPIC--
RECOGNIZING SUBSTANCE ABUSE

LEARNING GOAL

The student will define the meaning of common substance abuse terms and recognize the signs and symptoms of substance abuse based upon observation and/or testing of the offender.

OBJECTIVES

The student will:

1. Define “substance use,” “substance abuse,” and “substance dependence”:
   a) substance use – the use of a substance which alters mental or physical functioning, whether use is legal or illegal, therapeutic or recreational
   b) substance abuse – the continued use of a substance despite the knowledge that the substance causes or worsens a recurring or persistent social, occupational, psychological, or physical problem, or repeated use of the substance in situations when its use is physically hazardous
   c) substance dependence – the associated cognitive, behavioral, and physiological symptoms indicating that a person has lost control of substance use and continue to use the substance regardless of adverse consequences

2. State that the offender’s behavior and/or environment will be observed to determine the presence of alcohol and/or drugs.

3. List indicators of substance abuse that may be observed in an offender’s environment, to include:
   a) paraphernalia
   b) suspicious odors
   c) actual substances
   d) suspicious activity

4. Identify commonly abused substances and paraphernalia, to include:
   a) marijuana
      • pipes
      • rolling/cigarette papers
      • roach clips
b) methamphetamine
   - Psuedophrine/Sudafed
   - household chemicals
   - steel Brillo pads
   - glass pipes
   - acetone
   - coffee filters
   - ether
   - phosphorous (excess of match strips)
   - trash can containing chemicals

c) cocaine/crack
   - mirrors
   - pipes
   - dented or burnt soda cans with holes
   - plastic bags
   - scales
   - straws
   - white rocks
d) MDMA (3,4 methylenedioxymethamphetamine)/ecstasy
   - nasal inhalers
   - decongestant rubs
   - Blow Pops
   - baby pacifiers
   - plastic bags
   - aspirin-sized, various colored pills
   - small blue and white capsule/“smurf”

e) Homologues—compounds of different chemicals such as:
   - Bath Salts, MDPV (methylenedioxypyrovalerone)
   - Synthetic Cannabis, Naphthalen-1-yl-(1-pentyllindol-3-yl) methanone

f) heroin
   - hypodermic needles
   - bottle caps
   - razor blades
   - pipes
   - tourniquets
   - white or brown crystalline powder or liquid

g) prescription drugs
   - Oxycontin
   - Xanax
   - Valium
   - Percocet
   - Vicodin
   - Methadone
   - prescription bottles
• capsules/tablets/wafers

• baggies

h) alcohol

• empty bottles or containers

• strong odor

5. Identify the signs and symptoms of commonly abused substances, to include:

a) marijuana – glassy, red eyes; loud talking and laughter; sleepiness; loss of interest and motivation; increased appetite; panic attacks

b) methamphetamine – increased alertness; paranoia; hallucinations; aggressive behavior; uncontrollable movements (twitching, jerking); dry, itchy skin; sores; rotting teeth; extreme rise in body temperature; false sense of confidence or power

c) cocaine/crack – frequent sniffing or bloody nose; anxiety; panic attacks; increased energy; talking rapidly; paranoia; dilated pupils; confusion; hyperactivity; weight loss

d) MDMA/ecstasy - teeth grinding; panic attacks; seizures; euphoria, abundant energy; aggressive sexual behavior; physical touching, body massaging to intensify the high; profuse perspiration; body overheating

e) heroin – sweating; vomiting; coughing and sniffing; twitching; loss of appetite; contracted pupils; no response of pupils to light

f) prescription drugs – appears drunk, as if from alcohol, but without the associated odor of alcohol; difficulty concentrating; clumsiness; poor judgment; slurred speech; sleepiness; contracted pupils

g) alcohol – clumsiness; difficulty walking; slurred speech; sleepiness; poor judgment; dilated pupils; impairment of motor skills

6. Demonstrate the ability to identify different forms of controlled substances and signs and symptoms of commonly abused substances or associated paraphernalia when given actual or simulated examples.

--END OF TOPIC--
PERSONS WITH MENTAL ILLNESSES

LEARNING GOAL

The student will define mental illness and identify signs and symptoms of mental illnesses. The student will also know the procedures to follow when communicating with persons with mental illnesses.

OBJECTIVES

The student will:

1. Define “mental illness” as an impairment of the mental or emotional processes that exercise conscious control of one’s actions or of the ability to perceive or understand reality, which impairment substantially interferes with a person’s ability to meet the ordinary demands of living, regardless of etiology (cause of condition). (Section 394.455(18), F.S.)

2. Explain that mental illness does not include intellectual disability, developmental disabilities, intoxication, or drug addiction.

3. Identify the most common mental illness disorders as:
   a) thought disorders – disturbance of speech, communication, or content of thought
   b) mood disorders – disturbance in feeling or emotions
   c) personality disorders – lifelong, maladaptive learned behavior

4. Identify signs and symptoms of mental illnesses, to include:
   a) hallucinations
      • hearing voices not present
      • seeing something not present
   b) intense anxiety
      • shaking
      • sweating
      • inability to speak
      • signs of terror or panic in absence of real danger or threat
   c) unrealistic physical complaints
      • “My heart doesn’t work any more.”
“There is a hole in my head and my thoughts are leaking out.”
“My stomach has rotted away.”

d) paranoia

- irrational distrust of others
- irrational feelings of persecution
- “Aliens are trying to abduct me.”

e) delusions

- person believes he or she is someone famous
- person believes he or she is God
- false belief having no basis in reality

f) loss of memory

g) talking to non-existent entity

h) major changes in behavior

i) dangerous behavior

j) difficulty paying attention or concentrating

k) intense depression

- feelings of hopelessness, loneliness
- pessimism
- isolation

5. Identify actions to take when responding to an individual experiencing an emotional or psychological episode, to include:

a) document what was said or done so it can be reported

b) summon assistance

c) position self to ensure safety

d) be patient

e) move person to a quiet, calm surroundings

f) remain calm and respond without anxiety
g) do not dispute statements or visions

h) do not provoke or alienate the individual

i) use simple, precise instructions

j) treat individual with respect and courtesy

--END OF TOPIC--
BAKER ACT

LEARNING GOAL

The student will know what the Baker Act is and the criteria for involuntary examination in relation to the Baker Act.

OBJECTIVES

The student will:

1. Explain that the Baker Act is outlined in Chapter 394, Florida Statutes.

2. Identify that the Baker Act provides for emergency service and temporary detention for evaluation and voluntary or involuntary short-term community inpatient treatment, if necessary.

3. Identify that a person may be taken to a receiving facility for involuntary examination if there is reason to believe that the person has a mental illness and because of his or her mental illness:
   a) the person has refused voluntary examination after conscientious explanation and disclosure of the purpose of the examination; or
   b) the person is unable to determine for himself or herself whether examination is necessary; and
      • without care or treatment, the person is likely to suffer from neglect or refuse to care for himself or herself;
      • such neglect or refusal poses a real and present threat of substantial harm to his or her well-being; and
      • it is not apparent that such harm may be avoided through the help of willing family members or friends or the provisions of other services; or
   c) there is a substantial likelihood that without care or treatment the person will cause serious bodily harm to himself or herself or others in the near future, as evidenced by recent behavior

4. Explain that an individual can only be held involuntarily up to 72 hours upon admission to a receiving facility.

--END OF TOPIC--
CORRECTIONAL PROBATION INVESTIGATIONS

_CJK_0275, Correctional Probation Investigations_ 39 Hours

<table>
<thead>
<tr>
<th>Locator</th>
<th>Topic Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>Investigative Procedures</td>
</tr>
<tr>
<td>(B)</td>
<td>Interviewing Skills</td>
</tr>
<tr>
<td>(C)</td>
<td>Report Writing</td>
</tr>
<tr>
<td>(D)</td>
<td>Observation and Surveillance</td>
</tr>
<tr>
<td>(E)</td>
<td>Conducting Searches</td>
</tr>
<tr>
<td>(F)</td>
<td>Evidence Handling</td>
</tr>
<tr>
<td>(G)</td>
<td>Chain of Custody</td>
</tr>
</tbody>
</table>
INVESTIGATIVE PROCEDURES

LEARNING GOAL

The student will know the different types of investigations and the techniques necessary to perform a successful investigation.

OBJECTIVES

The student will:

1. State the types of investigations, to include:
   a) pre-sentence
   b) placement
   c) violation report
   d) pretrial intervention background
   e) transfer/receive
   f) transfer/send
   g) other state

2. Identify events that may initiate an investigation, to include:
   a) a new arrest
   b) new information discovered about the offender
   c) a review of background information from the offender’s file

3. Identify the process involved in conducting an investigation, to include:
   a) conduct interviews
   b) obtain information
   c) verify information
   d) complete investigative report

4. List the various databases used when conducting an investigation, to include:
   a) Florida Crime Information Center II/National Crime Information Center 2000 (FCIC II/NCIC 2000)
b) Driver And Vehicle Information Database (DAVID)

c) Comprehensive Case Information System (CCIS)

d) Offender-Based Information System (OBIS)

e) internet/public records

5. Explain that during an investigation, an officer may need to review an offender’s information, to include:
   a) residence
   b) employment
   c) supervision compliance
   d) education
   e) socio-economic condition
   f) criminal history
   g) mental and physical health
   h) associates

6. Identify that offender information may be obtained from a variety of sources, to include:
   a) court personnel
   b) law enforcement
   c) victims
   d) offender
   e) general public

7. State that the offender’s signature is required on a release of information form to obtain confidential information during an investigation.

8. Identify the information that needs to be analyzed when conducting an investigation, to include:
   a) seriousness of the offense
   b) circumstances of the offense
   c) victim impact/injury
d) threat to public safety

e) appropriateness of the supervision plan

9. Explain the process for formulating a recommendation after an investigation has been conducted, to include:

a) reviewing all information obtained

b) reviewing sentencing guidelines

c) assessing available community resources

d) assessing victim impact

e) assessing offender amenability to supervision

f) assessing offender supervision plan

10. Describe the steps in correctly preparing an investigative report, to include:

a) determine the type of report

b) collect necessary information

c) extract relevant facts from collected information

d) organize information

e) complete appropriate report using applicable information

f) obtain appropriate signature/approvals

11. Demonstrate how to perform an investigation during a mock situation.

--END OF TOPIC--
INTERVIEWING SKILLS

LEARNING GOAL

The student will identify common interview terms, the interview process, signs of deception during an interview, and techniques that contribute to the success of an interview. The student will also know the definition of note taking and how it relates to conducting an interview.

OBJECTIVES

The student will:

1. Define “interview” as a conversation held to generate information from persons who have knowledge of a situation so that an investigation can be continued or concluded.

2. Identify basic elements of the interview process, to include:
   a) beginning – warm-up period when the interviewer establishes rapport
   b) main portion – the interviewer acquires the desired information about the case
   c) end – the interviewer concludes the interview

3. Identify the primary responsibilities of the interviewer, to include:
   a) obtaining significant information
   b) reducing the information obtained to a form that can be integrated and compared with other case information
   c) preserving the information for future use

4. State that the most effective interview style will bring out the most relevant information.

5. Explain that the interviewer may change his or her approach with the interviewee if the interview is not providing the needed information.

6. State that the interview time and location are important considerations when conducting an interview.

7. Identify effective interview techniques, to include:
   a) interviewing witnesses promptly
   b) identifying the reason for lack of cooperation and how to overcome it
   c) pointing out when an interviewee is being contradictory and ask for clarification
   d) showing courtesy, consideration, and patience
e) not suggesting a conclusion or supplying information to help an interviewee fill gaps in story

f) not relying upon an interviewee simply because of the appearance of sincerity

8. Identify common signs which may indicate deception in a subject being interviewed, to include:

   a) increased perspiration
   b) skin color changes
   c) nervous movements
   d) refusal to look at interviewer
   e) inconsistent responses
   f) repeated insistence that simple questions are not understood

9. Explain that an interviewer should take notes while conducting an interview.

10. Define “note taking” as making brief notations concerning specific events or a general collection of notes concerning many aspects of an officer’s job (e.g., observation).

11. Identify procedures to follow when taking notes, to include:

   a) use a notebook
   b) write legibly
   c) use quotation marks when quoting an interviewee
   d) identify all notes (names, date, and case number, if appropriate)
   e) record all relevant facts
   f) check spelling, numbers, and dates as they are recorded
   g) use common abbreviations

12. Demonstrate various note taking skills while conducting a mock interview.

--END OF TOPIC--
REPORT WRITING

LEARNING GOAL

The student will define and describe basic uses of reports. The student will identify the types and basic requisites of reports.

OBJECTIVES

The student will:

1. Define “report” as a permanent written record which communicates important facts to be used in the future.

2. List uses of reports, to include:
   a) creates accountability for behavior
   b) determines course of action
   c) records facts into a permanent record
   d) provides research and statistical data
   e) provides reference material
   f) provides sources for officer evaluation
   g) serves as a basis of action by other agencies

3. Identify readers of reports, to include:
   a) supervisors
   b) attorneys
   c) judges
   d) treatment sources
   e) other officers

4. Identify the basic steps in report writing, to include:
   a) gather the facts
   b) record the facts
   c) organize the facts
d) write the report
e) evaluate the report

5. Identify basic characteristics of well written reports, to include:
   a) factual
   b) clear
   c) complete
   d) concise
   e) accurate
   f) legible
   g) grammatically correct

6. Explain that all reports can be used as evidence.

7. Discuss the different types of reports, to include:
   a) Pre-sentence Investigation
   b) Pretrial background
   c) Violation Report
   d) Incident Report
   e) Progress Report
   f) Out of State Investigations
   g) Use of Force

8. Identify required time frames for completing each report.

9. Explain proper distribution of each report.

10. Demonstrate how to accurately write a report.

--END OF TOPIC--
OBSERVATION AND SURVEILLANCE

LEARNING GOAL

The student will define observation, surveillance, and related terminology. The student will also know the proper techniques when performing observation and surveillance.

OBJECTIVES

The student will:

1. Define “observation” as the accurate noting of what is presented to the five senses through keeping in view, taking notice of, or giving attention to persons, things, or circumstances.

2. Define “perception” as the process of organizing and attaching meaning to sensations so that the sensations can be interpreted as part of observation.

3. Identify factors which affect perception, to include:
   a) past experience and education of observer
   b) maturity of observer
   c) prejudice and bias of observer
   d) physical condition of observer (e.g., poor eyesight, color blindness, depth perception problems, fatigue)
   e) mental condition of observer (e.g., stress, personal problems, emotional involvement)
   f) environmental conditions

4. Explain that observation through the senses could assist an officer in drawing inferences and conclusions about the behavior of an offender.

5. List the five senses involved in observation, to include:
   a) sight
   b) hearing
   c) smell
   d) touch
   e) taste

6. Describe what to do when observations are made, to include:
a) decide whether to discard the information gained, commit it to memory, or make some kind of written record

b) make appropriate associated observations (e.g., loiterers may actually be lookouts for a crime in progress)

c) classify observations as to the particular violations, hazard, or crime involved

d) trust what is seen over what is heard when there is an apparent conflict

7. Identify that Chapter 948, F.S. provides the authority for correctional probation officers to supervise and conduct surveillance of offenders.

8. Define “surveillance” as continual observation of a person or group, especially one suspected of doing something illegal.

9. Describe factors that can make surveillance successful, to include:

   a) observing surroundings carefully

   b) observing offender behavior

   c) moving in and out of an area under surveillance

   d) notating observations

10. Observe simulated scenes, persons, and/or activities and describe the observations from memory or notes.

--END OF TOPIC--
CONDUCTING SEARCHES

LEARNING GOAL

The student will know how to safely and effectively search an offender, an offender’s residence, and other approved areas.

OBJECTIVES

The student will:

1. Identify that an officer may need to search an offender or an offender’s residence based upon:
   a) Supervision Order
   b) reasonable suspicion

2. State that coordination of a search with other probation officers and/or law enforcement authorities will involve completing a pre-search report and contacting others for assistance.

3. Explain that the Fourth Amendment prohibiting unreasonable searches and seizures is limited in that reasonableness must be assessed in light of security, order, and rehabilitation needs.

4. Identify considerations when conducting a search, to include:
   a) limit search to the offender’s person, residence, vehicle, and other approved areas
   b) obtain supervisor’s approval for a planned search
   c) have supervisor or another officer present during search
   d) conduct search with assistance from law enforcement, when possible
   e) conduct post-search review

5. Explain that searches should be performed in a reasonable manner and with discretion.

6. Define “throw downs” as prohibited items that the offender discards from his or her possession.

7. Identify the steps in conducting a search, to include:
   a) completing pre-search report
   b) using necessary safety equipment
   c) isolating offender from others, if possible
   d) visually checking for “throw downs”
e) conducting search of appropriate areas

f) collecting evidence, if applicable

g) maintaining chain of custody if evidence is collected

8. State that an officer will maintain control of the offender at all times during the search.

9. Demonstrate how to perform a proper search during a mock situation.

--END OF TOPIC--
EVIDENCE HANDLING

LEARNING GOAL

The student will comprehend the basic concepts of evidence and how these concepts relate to criminal proceedings. The student will also describe the importance of proper handling and methods of collecting, preserving, marking, and transporting evidence.

OBJECTIVES

The student will:

1. Describe that the difference between evidence and proof is that evidence is information, which is allowed in court, while proof is the effect produced by this information.

2. Identify three major categories of evidence, to include:
   a) testimonial – verbal evidence solicited from a witness
   b) documentary – written or printed evidence offered to prove or disprove a fact
   c) physical/real – material objects such as guns, knives, clothing, etc., from which inferences can be drawn

3. Identify three reasons why evidence is offered in court, to include:
   a) to prove a crime
   b) to support or disprove evidence
   c) to determine sentence

4. Define “relevant evidence” as anything that logically tends to prove or disprove a fact at issue in a judicial case or controversy.

5. Identify the process for handling evidence, to include:
   a) use protective gear
   b) document evidence
   c) log evidence
   d) tag evidence
   e) evaluate evidence
   f) secure evidence
   g) preserve evidence
h) leave searched area in same condition
i) turn evidence over to appropriate authority

6. Explain that evidence will not be retained within the officer’s vehicle, office, or residence.

7. List considerations when handling evidence, to include:
   a) submit sufficient quantities of evidence
   b) protect evidence from contamination
   c) limit the individuals handling the evidence
   d) maintain chain of custody

8. Demonstrate the correct method for collecting, preserving, marking, and transporting evidence.

--END OF TOPIC--
CHAIN OF CUSTODY

LEARNING GOAL

The student will know the importance of the chain of custody as it relates to evidence. The student will comprehend the methods used to protect the chain.

OBJECTIVES

The student will:

1. Define “chain of custody” as the witnessed written record of all individuals who have maintained unbroken control over the evidence since its acquisition.

2. Explain that the chain of custody protects the integrity of the evidence for admissibility into court.

3. Identify the components of the chain, to include:
   a) who had contact with the evidence
   b) date and time evidence was handled
   c) circumstances in which the evidence was handled

4. Identify the safeguards for maintaining the chain of custody, to include:
   a) limit the number of individuals handling the evidence
   b) obtain appropriate signed documents when transferring evidence

5. Explain that the officer should advise the appropriate entity if any alterations have been made to the evidence.

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<thead>
<tr>
<th>Locator</th>
<th>Topic Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>Offender-Based Information System (OBIS)</td>
</tr>
<tr>
<td>(B)</td>
<td>Court Ordered Payment System (COPS)</td>
</tr>
<tr>
<td>(C)</td>
<td>Florida Crime Information Center II (FCIC II)</td>
</tr>
<tr>
<td>(D)</td>
<td>Rapid Identification System (Rapid ID)</td>
</tr>
<tr>
<td>(E)</td>
<td>Electronic Information Systems</td>
</tr>
</tbody>
</table>
OFFENDER-BASED INFORMATION SYSTEM (OBIS)

LEARNING GOAL

The student will identify the basic features of the Offender-Based Information System (OBIS) and how they pertain to the supervision of offenders. The student will also identify the various types of reports generated by OBIS.

OBJECTIVES

The student will:

1. Explain that the goal of the Offender-Based Information System (OBIS) is to store and maintain all offender information.

2. Identify uses of OBIS, to include:
   a) documenting an offender’s sentence
   b) calculating an offender’s termination date
   c) tracking the offender’s location
   d) facilitating offender file/audit reviews by administrative staff
   e) maintaining an active listing and count of offenders categorized by type, status, location, and risk classification
   f) tracking investigations
   g) generating various reports for case management purposes
   h) generating various reports for administrative use

3. Identify that selected official department personnel have access to OBIS information, except that which is confidential, including offender health information.

4. Identify types of reports and information generated by OBIS, to include:
   a) case notes
   b) offender residence
   c) offender characteristics
   d) offender employment
   e) offender treatment
   f) special conditions of supervision

5. Demonstrate how to properly complete forms using OBIS.
6. Demonstrate how to retrieve appropriate screen information using OBIS.

7. Demonstrate how to recognize and assess screen content within OBIS.

--END OF TOPIC--
COURT ORDERED PAYMENT SYSTEM (COPS)

LEARNING GOAL

The student will know the purpose of the Court Ordered Payment System (COPS) and the basic information that is maintained within COPS.

OBJECTIVES

The student will:

1. Explain that the Court Ordered Payment System (COPS) is a database within the Offender-Based Information System (OBIS) that tracks court obligations and payments.

2. Identify that the court provides a synopsis of the offender’s financial obligations.

3. Identify that an input form must be entered into COPS that contains:
   a) offender’s name and DC number
   b) payee’s contact information
   c) monetary obligation

4. Demonstrate how to complete a COPS input and change form.

--END OF TOPIC--
FLORIDA CRIME INFORMATION CENTER II (FCIC II)

LEARNING GOAL

The student will know the basic concepts of the Florida Crime Information Center II (FCIC II) system and comprehend the usefulness of this system to the entry-level officer.

OBJECTIVES

The student will:

1. Identify the agency and location of the FCIC II, NCIC 2000, and the MEPIC, which are:
   a) FCIC II - Florida Crime Information Center II, Florida Department of Law Enforcement; Tallahassee, Florida
   b) NCIC 2000 - National Crime Information Center 2000, Federal Bureau of Investigation; Clarksburg, West Virginia
   c) MEPIC - Missing Endangered Persons Information Clearinghouse, Florida Department of Law Enforcement; Tallahassee, Florida

2. List the major assets of FCIC II, to include:
   a) provides computerized information system
   b) provides information available on:
      • wanted/missing persons
      • stolen property
      • vehicle/vessel identification data
      • computerized criminal history
      • sexual predator/offender file
      • protection orders

3. Identify procedures for proper storage and disposal of FCIC II/NCIC 2000 information found in offender records.

--END OF TOPIC--
RAPID IDENTIFICATION SYSTEM (RAPID ID)

LEARNING GOAL

The student will know the purpose and basic terminology of the Rapid Identification (Rapid ID) system and the process for conducting a fingerprint transaction using the Rapid ID system.

OBJECTIVES

The student will:

1. Explain the purpose of the Rapid Identification system is to positively identify an offender.

2. Explain the Rapid ID system is located within one central secure area within the probation office.

3. State that the Rapid ID system accesses FCIC II and Warrants.

4. Explain that the officer can conduct a search or a match transaction with the Rapid ID system.

5. Identify the difference between “search” and “match” in relation to the Rapid ID system, to include:
   a) “Search” is when an offender does not have a state identification number (SID) or FDLE number.
   b) “Match” is when an offender has an established SID or FDLE number within the system.

6. Explain the process for using the Rapid ID system, to include:
   a) enter the established SID or FDLE number if conducting a match transaction
   b) have the offender press his or her right index and middle finger onto the fingerprint pad for three seconds (only the right index finger is used if conducting a match transaction)
   c) use the left hand if the offender has a damaged or missing finger
   d) assess the quality of fingerprints (results must be 50% or above)
   e) lock the fingerprints through the appropriate screen
   f) transmit the fingerprints through the appropriate screen
   g) submit the fingerprints through the appropriate screen

7. Explain that the fingerprints have been successfully submitted and received if a transaction number appears on the screen and the offender’s identifiers can be accessed.
8. List the different responses the system provides once the offender’s fingerprints have been received, to include:
   
a) “Hit” – the offender’s fingerprints are an exact match
b) “No hit” – the system is unable to find a match
c) “Ambiguous” – multiple records are located that are potential matches for the fingerprint images submitted

9. Explain that if the system provides a “hit” response, the offender’s criminal history can be accessed.

10. Demonstrate the ability to conduct a Rapid ID transaction.

--END OF TOPIC--
ELECTRONIC INFORMATION SYSTEMS

LEARNING GOAL

The student will be able to obtain information, select, and complete the proper forms for entry into appropriate databases.

OBJECTIVES

The student will:

1. Identify the proper forms to enter information into the Management Information System databases, to include
   a) Sentence Structure
   b) Transaction Register/Intake Data
   c) Court Ordered Payment System (COPS)
2. Explain that the officer will confirm the accuracy of the database by comparing it with official court documents.
3. Explain that appropriate signatures/approvals are required prior to submitting a completed database form.
4. Explain that the internet can be used to obtain information regarding an offender.
5. Identify that computerized court systems can be used to gather information regarding an offender through a docket or name search.
6. Explain that computerized traffic systems can provide an offender’s civil and criminal traffic offenses.

--END OF TOPIC--
INTRODUCTION

This guide contains information for certified instructors to use in the delivery of the Florida Correctional Probation Basic Recruit Training Program, version 2014.07, effective July 1, 2014.

While instructors and students use the same course guide for the curriculum, the topic that has specific instructor material is

- CJK_0272 (G) Correctional Probation Interpersonal Communication Skills
  Contents include a lesson plan and student workbook in the CMS instructor guide style.
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The training in this course is provided to familiarize students with issues that may involve high liability and/or high stress activities. FDLE urges students to ensure that their practices are correct in accordance with their agencies’ policies and procedures. Employing agencies are solely responsible for guiding their employees’ actions in actual situations.
Acknowledgments

We extend our sincere appreciation to the agencies of the Florida Criminal Justice System that allowed their members to assist in the development of this topic.

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Unit Outline

Copyright Information ................................................................. ii
Disclaimer ................................................................................... ii
Acknowledgments..................................................................... iii
Unit Outline ................................................................................ iv
Summary .................................................................................... v

  Lesson 1  Officer Attitude and Safety
  Lesson 2  Teamwork for Officer Safety
  Lesson 3  Officer Response and Safety
  Lesson 4  Community Relations and Officer Safety

Student Workbook
Summary

Instructional Goal: To identify the professional response in working within a diverse community

Structure of Unit: 4 Lessons

Total Estimated Time: 8 Hours

Competency Areas Included
Application of defensive tactics
Application of Florida statutes
Communication (verbal and nonverbal)
Community-oriented policing
Conflict management
Crisis management
Diversity
Ethics
First responder
Human relations
Interpersonal skills
Investigations
Note taking
Officer safety
Planning
Problem solving
Professionalism
Report writing
Stress management
Working with community resources

Materials and Supplies Required:

Resources:

Media:

Equipment:

Instructional Strategies:
Group Discussion
Question and Answer
Instructor Lecture
Instructor-led class discussion
Small group assignments
Explanation of Icons:

- ![Additional Reading](image)
- ![Caution](image)
- ![Checklist](image)
- ![Handout](image)
- ![Instructor-Led Information](image)
- ![Instructor Materials](image)
- ![Multimedia](image)
- ![Student-Led Interaction](image)
- ![Student Workbook](image)
Lesson 1  Officer Attitude and Safety

Introduction

[Intstructor Information]

Introduce yourself and explain what you will teach in this lesson. As you teach, you may add pertinent information gained through your professional experiences that you feel enhances the material.

An important goal of this curriculum is to involve students in the learning process. Encourage them to take notes. Students learn in different ways. Taking notes enhances some students’ learning. Encourage students to interact directly with their instructor and not to focus on the Student Workbook. Students should use the Student Workbook to read pre-lesson assignments, review lesson scenarios and objectives, and complete exercises.

Suggested responses are underlined in the Instructor Guide. Use the underlined information to guide discussion.

This unit builds upon values and attitudes discussed in earlier units. During class discussions on professionalism, focus on the officer’s responsibility to treat each individual in the community with respect. This unit stresses professional response to situations on and off the job.

In this unit, the word community means the people whom an officer interacts with on and off duty. The officer interacts with individuals in the workplace, in the institution, in the agency, and in the neighborhood. This is the community where the officer lives and works.

Present information, lead discussions, and ask students to work in groups and respond back to the class. For small group exercises, encourage students to rotate between groups. By working with different people, students may learn or improve interpersonal skills and understand more about others’ opinions. Research shows that interactions within diverse groups produce a broader range of responses. Therefore, it is advantageous to assign students to groups rather than let them choose. Participation in large group discussion is voluntary. Remember to remind your class of the importance of maintaining confidentiality. Tell students not to take what others say personally. They must respect other students’ information and maintain self-control.

Encourage students to answer questions respectfully. A student who willingly and successfully shares a personal experience inspires others. They, in turn, offer information and help build an open, safe environment where students can honestly discuss issues. Your open and nonjudgmental professional attitude
shapes the demeanor of your class. It also reinforces this lesson’s message: an officer’s attitude and professional response is the basis of community service.

You should be familiar with the statutes this unit presents.

[Provide the following information.]

When confronted with a threatening person or situation, remember your specific responsibilities as officers who help preserve each individual’s safety and security. Your self-control and self-confidence increase your professional respect for others.

Lesson 1 discusses attitude and officer safety.
Lesson 2 discusses teamwork and officer safety.
Lesson 3 discusses officer response and safety.
Lesson 4 sums up how citizens in your community view your behavior.

Your actions affect both your career and your agencies’ liabilities. Professional behavior in the community is what good leadership and teamwork are all about. Please remember to keep your discussions respectful of the heritage and cultures of other students. This means behaving politely when sharing opinions and listening to others’ comments. As students and future officers, we are on the same team. We will share common goals in our future work together as professional officers.

Objectives

[Instructor Information]

Ask students to read the objectives for Lesson 1 in their Student Workbooks.

[Provide the following information.]

Objectives for Lesson 1 are on page 1 in your Student Workbooks. Let’s review them.

IN030.3.A.1. Given a situation, identify that the community expects the officer to uphold the legal rights of citizens and visitors without bias.

IN030.10. Given a situation, identify your responsibility to know the culture and tradition of the community you serve.

IN030.3.A.5. Given a statement, define community.

IN030.1.C. Given a situation, identify that respect is important for an officer’s personal and professional behavior.
IN030.4.A. Given a situation, identify how an officer’s response can be influenced by thoughts.

IN030.1.A.2. Given a request, define self talk.

IN030.1.B.1. Given a request, define self-control.

IN030.1.A.1. Given a situation, identify that positive self talk messages may influence your respect for others.

IN030.1.A. Given a situation, describe self-control using self talk as a strategy.

IN030.4.A.1. Given a situation, identify that an officer’s response is influenced by verbal and nonverbal actions.

IN030.11.B. Given a situation, identify that verbal communication may have different meanings that are insensitive to a person or group.

IN030.11.B.1. Given a situation, identify the role that (speed/tone/inflection) convey in verbal communication.

IN030.4.A.3. Given a situation, identify that emotional trigger points may influence behavior.

IN030.1.B. Given a situation, identify officer behavior where self-control was demonstrated.

IN030.4.A.2. Given a situation, identify that an officer’s response is influenced by self-control of emotions.

IN030.11.A. Given a situation, identify the role that appearance has in nonverbal communication.

IN030.11. Given a situation, identify that nonverbal communication may have different cultural meanings.

IN030.13. Given statements regarding human interaction, identify the most accurate.

IN030.14. Given a situation involving human interaction, identify the most likely outcome.
Examples/Demonstration

Exercise 1

[Instructor Information]

This exercise requires each student to use interpersonal skills to introduce another student. Instruct students to take about five minutes to interview the student to his or her left or right. Use the questions below. After the interviews, give students another five minutes to prepare their presentations. Then they will introduce one another to the class.

[Provide the following information.]

In this exercise, interview the student to your left or right. Use the questions on page 9 of your Student Workbook to conduct your interview. Then introduce the student to our class. Take five minutes to conduct your interview. Take another five minutes to prepare your introduction.

Name ______________________________________________________

Place of birth (city and state) ______________________________________

Attended high school in what city and state ___________________________

Given enough money and time to travel for a vacation, what location would you choose?

_______________________________________________________________

Favorite food __________________________________________________

Favorite sport or hobby __________________________________________

Review/Recall

[Instructor Information]

Let students know you will build on concepts introduced in

- Unit 4, Lesson 1 (Defining Values and Ethics), about professionalism
- Unit 5, Lesson 1 (Introduction to Communication), about interpersonal skills

[Provide the following information.]
Module 1, Unit 4, Lesson 1 (Defining Values and Ethics), defines *professionalism* as

…behavior and attitude patterns that follow standards and show character, marked by pride in oneself and one’s career. Professional behavior includes showing respect for the people you serve and commitment to continually developing skills in the pursuit of excellence. Professionalism is your attitude about your job. You show professionalism by doing it well and making ethical decisions regarding citizens and fellow officers daily.

We build our professionalism by respecting diversity in our communities.

In this lesson, we also learn more about the verbal and nonverbal skills as discussed in Module 1, Unit 5 (Communication and Interpersonal Skills). Lesson 1 (Introduction to Communication) defines *interpersonal skill* as

…cooperative in nature. It is defined as the exchange of a message between a sender and a receiver. The purpose of communication is to facilitate a primary function of interacting with others or to cause some kind of action.

### New Information

[Provide the following information.]

**Some Training Guidelines**

- Maintain confidentiality.
- Do not take others’ negative attitude or remarks personally.
- Be open to learning or improving interpersonal skills.
- Be open and honest but always respectful in your situations.

The focus of this unit on human interaction is on the importance of unbiased responses. It builds upon your interpersonal skills, specifically your behavior toward citizens and other officers. For example, human interaction takes place between you (the officers) and the people you work with and serve in the community. Others see your behavior while you are on the job and when you are off duty, for example, using communication skills to answer a victim’s question provides useful information and conveys your professionalism by the respectful way you speak and act.

**The information in this unit may save your life!**
Behavior and professionalism in dealing with community members are as important as proficiency in using a weapon and defensive tactics. A bullet or well-placed defensive strike may cause serious bodily harm. A slur or disparaging comment can inflict serious emotional harm to the person who receives it. It also undermines the reputation of the person who delivers it. It can incite negative behavior that escalates into a threatening situation.

An officer who inappropriately fires a bullet or strikes defensively may face a citizen’s complaint of brutality. At stake is liability for the officer and the agency. An officer’s unprofessional or inappropriate verbal and nonverbal behavior also has consequences. It may form the basis for a harassment complaint or result in an officer’s decertification.

Each day, Florida citizens and visitors expect safety and security as they go to work, travel around the state, and enjoy the many activities in their communities. The importance of your jobs as officers strengthens the sense of well-being for us all. We strengthen the entire community when we help it become a better place to live, work, and play.

**Examples/Demonstration**

[**Instructor Information**]

Ask students to recall a time when an officer stopped someone for a traffic violation or issued a parking ticket. What interpersonal skills did the officer show during the traffic stop? Was the officer courteous? Discuss several incidents that show how behavior influences actions. During the situation, use examples to usher the class into the next section of instructor-led information on why the officer’s behavior is important as it relates to people and safety of the community.

[**Provide the following information.**]

**Ask**

You probably remember details about the time when an officer stopped you or someone you know for a traffic violation or to issue a parking ticket. What interpersonal skills did the officer show during the traffic stop? Was the officer courteous? Did the officer use good people skills? What safety issues could be described based upon the incident?

**Answer**

Answers will vary depending on the situation.
Officer Attitude and Safety

New Information

[Provide the following information.]

You are a valuable link in making the community a more secure and protected area for the people you serve. By servicing all people in your community, you advance the dignity of all people. In this way, you maximize opportunities to provide good law enforcement, correctional, and correctional probation services. The community expects officers to uphold the legal rights of citizens and visitors without bias. Diplomacy and respect welcome those who visit from other states and countries.

The more you study and understand cultural traditions and the people who live in your community, the safer the area becomes for officers, citizens, and visitors. Your understanding of other cultures, languages, and communication styles helps increase communication and understanding within your workplace and the citizens you serve.

Your task is to educate yourself about the different cultures in the community you serve. How can you learn about your community? You may refer to resources like your agency’s policies and procedures manual. You can talk with other officers and coworkers about different populations in your community. The more you know about your patrol area, the institution where you work, and the individuals you supervise, the greater your job achievement and safety.

Community refers to the people and the location comprising the neighborhood, institutional setting, and workplace (law enforcement, correctional, or correctional probation agency), that is, the areas where an officer lives or works.

As described in Module 1, Unit 5, Lesson 1 (Introduction to Communication), the essential elements of interpersonal communication skills include positive interaction between two or more people and depend on good interpersonal communication skills. For example, project a positive self-image—when you feel comfortable expressing yourself, you project a positive self-image. The way others see you often depends on how you see yourself. If you cannot envision yourself as a positive contributor and appreciate your capabilities, you limit your ability to reach your full potential. Concentrate on ways to nurture your inner self. Tell yourself you are a contributor, an important team member, and a winner. Thinking positively steers you in the right direction.

An officer who maintains a positive attitude may find displaying personal confidence easier. Personal confidence offers an advantage: it increases the
effectiveness of your interpersonal skills. Your ability to care for yourself with respect and take pride in your job help you, in turn, give others consideration and respect. Respect is important personal and professional behavior.

**Examples/Demonstration**

**Exercise 2**

**[Instructor Information]**

This exercise requires students to use their interpersonal skills. They work in groups to discuss attitudes about the criminal justice profession and professional behavior.

Ask students to form groups. Use the count-off system of 1, 2, 3, 4, so each student has a number. Ask all students with the number 1 to form a group. Ask all number 2 students to form a group. Repeat for number 3 and 4 students.

Ask each group to select one student to record information and another to present group responses to the class. Tell students to participate in a group situation of the questions. They should be ready to give answers in about 20 minutes.

The answers given are suggestions. You and your students may have other answers.

**[Provide the following information.]**

Turn to Exercise 2 in your Student Workbooks, and discuss the questions. Choose a person in your group to record information and another to present your group’s responses to the class. You have about 20 minutes to work on this exercise.

1. **Should an officer show the same respect for visitors and citizens whose cultural heredity differs from his or her own?**

   Yes, an officer gives all citizens and visitors the same respect.

2. **What are characteristics of a professional?**

   Professional traits include
   - politeness
   - patience
   - compassion
- tolerance
- clean and orderly appearance (shaven; clean hands, nails, and clothing)
- proper language
- respect
- courtesy
- conscientiousness
- positive attitude
- knowledge
- respect for differences
- willingness to serve and go the extra mile
- control of personal behavior at all times
- professional conduct, 24–7, on and off duty

3. Are there professionals in the criminal justice system?

Yes. Officers who show ethical, respectful behavior on a daily basis are professionals.

4. Do you agree that an officer is responsible for his or her professional behavior 24–7? Why?

The commitment that a person gives as a professional in the criminal justice system requires the dedication to do what is right on and off duty. The community looks to the officer to provide safety and security in a fair and consistent way.

5. As an officer, are you responsible for respecting cultural traditions of community members?

Yes. We live in a country based upon the ideal of respect for an individual’s right to life, liberty, and the pursuit of happiness. Protection of freedoms is paramount in America.

6. Suppose you are in a country other than America. Someone commits a crime against you. For example, you are a tourist, a thief steals your camera, and no one speaks your language. How do you react? How do you want to be treated?

You find the language barrier and lack of personal support to report the crime very frustrating. Thus, you appreciate a translator’s help.
7. As an officer, discuss ways to respond professionally to a victim of a crime who does not speak your language.

You must give the victim the same respectful professional response you hoped for as the victim in Question 6. In addition, knowing an officer who can translate or knowing how to find a translator is important.

8. Do you know someone who visited another country, did not speak the language of that country, and needed help with directions or other information? What problems, if any, did the person encounter? If you do not personally know of any incidents, tell what you have read or seen in movies or television shows about such incidents.

Answers will vary.

9. Why is it important for an officer to know about other cultures?

Knowing about the cultures in the community you serve is a very effective tool for preventing dangerous situations before they develop. Knowing what to say or do and what not to say or do in situations with people of diverse cultures protects you from potentially dangerous situations. It projects a professional image that earns community respect and cooperation. Professional skills also help you within your agency, just as it helps you interact with those you serve.

10. Name some characteristics all people value.

People value characteristics of

- courage
- honesty
- fairness
- friendship
- trustworthiness
- respect
- responsibility
- compassion
- service
- self-discipline
- caring
- citizenship
11. What are some leadership traits that successful officers display?

Some officer traits are

- dedication
- commitment
- training
- skills
- leading by example

12. Compared to other professionals, what level of performance standards must officers maintain? Are these standards higher or lower than those of other professionals?

Officers must maintain a higher level because the community expects a much higher standard from officers. They want to feel protected by officers. The community expects officers to be extremely honest and holds them to a higher degree of integrity on and off duty.

13. What is your professional role and responsibility to the community?

An officer’s professional role and responsibility is to

- protect
- serve
- behave professionally
- be polite, patient, and tolerant
- look clean and orderly (shaven, with clean hands, nails, and clothing)
- use proper language
- be respectful, courteous, and conscientious
- have a positive attitude
- be knowledgeable, tolerant, and respectful of differences
- be willing to serve and go the extra mile
- always control his or her personal behavior
- act professionally, 24–7, on and off duty
- go above and beyond
New Information

[Provide the following information.]

Your actions and the way you respond to others are influenced by

- your mental thoughts and your thought process
- your verbal and nonverbal communication skills
- the way you handle your personal emotions

Recall from our situation in Module 1, Unit 4, Lesson 1 (Defining Values and Ethics) that “Values are various beliefs and attitudes that determine how a person actually behaves. Principles are the rules governing our behavior. Professionalism is a behavior pattern.”

Strategies and Self talk

Your thoughts include your values, your knowledge of your job, and knowledge of everyday life. As you think, you constantly evaluate the world around you. This evaluation process is often called self talk.

Self talk messages are a continual internal monologue in which you tell yourself what goes on around you. Your description includes thoughts based on assumptions, perceptions, and facts, both positive and negative. It also allows you to review the points in favor of starting an action or avoiding an action.

When you begin to learn a new skill, you are very aware that you must think about and repetitively perform the actions it involves. Later, your actions become almost automatic. That gives you a mental advantage that helps you think about what to say and do before you speak and act. Take, for example, a baseball player who comes to bat. The batter reviews the proper stance, holding the bat at just the right angle and height, relaxing, focusing on the ball, and swinging to hit it. Repeating these steps for taking the proper swing prepares the batter. Repetitive practice allows the hitter to take the best swing possible.

Just as a ball player can hone his or her batting skills, you can polish your respectful behavior daily as you do your jobs. The same respectful behavior towards others is also important when you are off duty. Your behavior toward and respect for cultures and traditions different from yours reflects your professionalism.

Self talk messages may help you size up a situation. They enable you to assess the problem at hand and review alternatives for handling it. Self talk is a means to keep our thoughts, verbal and nonverbal communications, and emotional responses in check and on track to complete the task. It also helps you manage stress in professional and personal situations. As you self talk,
• Think through the professional response.
• Recall skills and information you received during training.
• Apply agency policy and procedures.

**Ask**
Suppose you are on duty. Dispatch calls you to respond to an individual who is threatening suicide. What do you think about as you proceed to the scene?

**Answers**

Answers will vary and include

- What will the situation be like?
- What did you do in a similar situation?
- What will you say?

**Attitudes**

Self talk can benefit you as a criminal justice professional. Use it as a method to control yourself and ultimately help control situations. Self-control means you believe that you can control your actions and help influence what goes on around you. Self talk messages are not empty words. They truly reflect your confidence in your abilities.

Your thoughts contribute to influencing your actions. So do your values. Consider professionalism as doing the right thing no matter who is looking or whose back is turned. Your values help define your character and behavior.

What makes you the way you are? It is your training, education, and traditions. Your beliefs and values also help establish your attitudes toward—and perhaps your level of respect for—a person, group, or event. Attitudes can be positive or negative. Positive self talk messages help influence your respect for others. With a positive attitude, you view yourself as valuable to society. Self-discipline helps you control your negative thoughts and attitudes so you continue to act professionally.

Self-control and appropriate self talk lets you focus on a strategy and a response needed to handle the situation. If you let yourself think in a way that demeans a person or group, your reaction may reflect a negative oppressive behavior. In order to maintain a professional response, use positive self talk messages to help influence your respect for others. Suppose you meet a person whose national origin differs from yours. The person may ask for directions around the city or provide valuable victim information. A respectful response conveys a professional message to others.
Positive self talk messages are useful in goal setting and planning. Let’s visit the baseball player again. Realize that hitting the ball is just one objective. However, the batter has others: hitting the ball long and running all the bases. Meeting these combined objectives adds up to a home run and puts a point on the scoreboard.

**Verbal and Nonverbal Communication**

Using verbal and nonverbal skills to communicate clearly is important. Others use signals you provide to interpret your meaning. Verbal and nonverbal responses—for example, the tone of your voice—affect the meaning of your words. This influences others. The safety issue here is that you do not want the negative actions of others to influence you. Thus, you plan your response based on the situation at hand.

**Ask**

What are some characteristics of verbal communication?

**Answers**

Some characteristics are

- tone and inflection
- speed
- word choice

How many times has someone said something that upset you? The other person’s tone of voice, inflection, or choice of words made you angry. Then later you realize that what you said or did you now regret. You know the expression, “It wasn’t what he or she said, but the way he or she said it.” Also, using insensitive words—“dumb blonde,” for instance—may cause anger. Thus, verbal communication may have different meanings that are insensitive to a person or group.

**Ask**

What are some components of nonverbal communication?

**Answers**

Some components include

- facial expressions
- gestures
- body language
- stance
Remember, the way you communicate verbally and nonverbally affects the response you receive. The role of verbal communication (speed/tone/inflection) is important in conveying the information correctly.

**[Instructor Information]**

*Use the following sentence to demonstrate how tone of voice and inflection changes the meaning of a sentence. Alternate the tone, speed, inflection to emphasize the first word, then re-state the sentence with the emphasis and tone and inflection on another word. Repeat the sentence several times. Emphasize a different word each time. Discuss how emphasizing different words conveys different meanings. Ask how it influences emotional responses and how gestures and body language may undermine the intent of the statement.*

- *He* told me that she claimed to be at the restaurant.
- *He told me* that she claimed to be at the restaurant.
- *He told me that she claimed* to be at the restaurant.

*Use gestures to emphasize the following sentences.*

- *I didn’t say* they agreed to all the terms of the contract. (Use gesture of hands and face to indicate the other person is wrong).
- *I didn’t say they agreed* to all the terms of the contract. (Use gesture of hands and move head forward to show emphasis of words in bold that are stated in a more intense and quicker tone of voice.
- *I didn’t say they agreed to all the terms* of the contract.

*Ask students to read the following sentence. Indicate that the visual message you send by your nonverbal actions speak louder than words. The three main factors of each message are verbal (the words you use), vocal (the tone of your voice), and visual (your body language). Ask students to alter the pitch, tone, inflection of words, and speed of speaking. Ask students to describe another sentence to help demonstrate the combination of tone of voice, use of word choice and facial gestures of body language.*

*I didn’t say that he was at the scene when the store was robbed.*

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**New Information**

**[Instructor Information]**

*The instructor has the option of showing a video on anger management, or relating other examples indicating how an officer maintains composure for the safety and well-being of self and others.*
[Provide the following information]

**Emotional Influences**

Every day, you hear and see advertising. It gets your attention and makes an emotional appeal. Its purpose is to persuade you to take some action or buy a particular product. Rage and aggravation are an extreme type of emotional persuasions. Their source may be a situation that is simply irritating. Whether irritation turns to frustration and anger depends on how much control a person takes over his or her emotions and the situation.

You may already know how to look steady and speak calmly when facing frustrating situations. Some people experience these situations as a roller coaster ride. They become physically and obviously tense. Their tone of voice rises and their speech speeds up.

An aggravating event may hit your trigger point of emotional anger or put your rage in gear. Words or actions may tempt you to react without duly considering the correct personal or professional response. You may blow up or say something you later regret. Do not let anyone cause you to have a knee jerk reaction. Be aware and in control of your thoughts, emotions, and verbal and nonverbal communication. This awareness and demonstrated composure lets you and others know you have self-control.

**Ask**

What are some of your pet peeves? What are some things that set off your anger? (e.g., use of the phrase “you people” or angry glances)

**Answer**

Answers will vary.

**Self-control**

Self-control techniques are tools you can use to evaluate the situation at hand. These techniques help you stay strong even under emotional influences. The individuals you serve may get mad at you. They may say disrespectful and aggressive words to you. They are reacting to your badge, not to you personally. In complex situations, people become frustrated or sad. They vent their emotions on you. They become angry at what your badge represents. It is important that you do not take their lack of self-control personally. Do not think that everyone is out to get you. Your professional attitude and behavior show that you have control. Your verbal and nonverbal responses provide direction and service.
Know Yourself

When you know yourself, you know your own strengths and weaknesses, likes and dislikes. One ancient Chinese leader stated that you must know yourself in order to defeat your enemies. Assessing and overcoming your weaknesses are especially important in achieving self-control. Likewise, it is imperative that you know your tolerance for pain or anger.

Everyone has emotional triggers because we are sensitive to people and the traditions we value. These include our good name, self-respect, pride in our heritage, and other personal beliefs. You must be able to assess your trigger points and learn ways to control your emotions. Take time to identify your emotional triggers. One way to stay calm is to know what triggers your interests, what you like, and what you dislike.

Emotional triggers are officer safety issues. Become aware of what irritates you, and exercise self-control over your behavior. Do not react emotionally to situations. Instead think, and then use verbal and nonverbal skills to respond professionally. Your behavior shows that you are in control. Others will see your professional response as calm, cool, and collected. When you respond to a situation with appropriate verbal and nonverbal skills, your behavior shows that you can stay in control. You will be aware that words stated by others do not force you to make bad judgments. Thus, your professional actions will demonstrate a calm, cool, and collected response.

Controlling your behavior is a crucial element of professionalism. Remember, when you are in public, people may just see and react to your uniform—not you, the person in the uniform. The more strategies you develop to control your anger and emotions, the more time you have to plan and apply your response to a situation. An officer’s response is influenced by self-control of emotions.

You can address anger or frustration in several ways:

- Show you anger by venting and fuming.
- Repress your anger by minimizing it. (Later it may reach the boiling point, especially if you react to an emotional trigger point.)
- Learn skills to control and manage your behavior.

The choice is obvious: learn skills to control and manage your behavior and emotions. That is a key to an officer’s attitude.

- Certain situations or people may be unavoidable. You can, however, learn to manage your response to them. Practice self-control skills daily. When you need to stay calm, you can automatically apply the techniques.
- Evaluate whether you are angry with a person or angry about an event.
• You can learn and practice behavior that helps you control your inner self talk and your actions.
• First think about your response, then act.
• Speak in a set rhythm, tone, or volume.
• Use neutral words—avoid emotionally loaded words. Choosing words that are another’s emotional trigger point may escalate a situation.
• Use self talk strategies. Tell yourself to calm down so you can think clearly.
• Try to relax. Using techniques like deep breathing and relaxing imagery help you calm down.
• Recall your agency’s policy and procedures concerning backup.
• If you have the option to remove yourself from a situation that comes too close to your trigger point, use that option.
• Each time you successfully plan a positive approach to handle anger, you improve and develop your sense of control.
• Your continued confidence and self-control lets others see your leadership and direction, not your anger.
• When you can control your emotions, you can set realistic goals for success.
• Managing your emotions results in greater personal and professional accomplishments.
• If you realize that you need special training in anger management, in interacting with people whose behavior aggravates you, or similar skill, seek additional help.
• Managing your self-control may help you be healthier. It may provide an overall health benefit by helping keep your blood pressure in check.

Practice and Feedback

Exercise 3

[Instructor Information]

This exercise encourages students to use interpersonal skills to describe the value of self-control and anger management. Ask students to form groups using the 1,2,3,4 number system so each student has a number. Give students opportunities to work with a new group.

Ask groups to choose a person to record information and another to present group responses. Tell groups to discuss the questions. They must be ready to answer the questions.
The answers given are suggestions. You and your students may have other answers.

[Provide the following information.]

Turn to Exercise 3 in your Student Workbooks and discuss the questions. Select one person to record your group’s answers and another to present those answers to the class.

1. Describe a situation in which a person reacted emotionally to a trigger point and lost his or her cool. (You may choose situations from movies, television shows, personal experiences, and so on.)

Examples may be from a book, a movie, or people you observed. Answers may describe encounters between parent and child, store clerk and customer, teacher and student, and so on.

2. What is the advantage of knowing your emotional trigger points?

If you know your trigger points, you can practice skills to control your behavior. When you know what causes you to respond uneasily or with hostility, you are aware of your trigger or your boiling point. Then you can use self-control, evaluate choices, and set and meet goals.

3. What are examples or strategies for maintaining a professional attitude without reacting to emotional triggers?

Examples of strategies for self-control include

- counting to 10
- rhythmic breathing
- thinking of your release (calming) word (an abbreviation or a mantra)
- visualizing an anchor, for example, recalling a relaxing vacation spot or a happy time

4. Describe a situation in which someone maintained self-control in the face of adversity.

Examples may include personal experiences and experiences in the lives of great Americans who faced adversity calmly and courageously.

[Provide the following information]

Often, people form an impression of someone within seconds of the initial
introduction. Some characteristics of a person may be described by height, weight, and age. Some identifying characteristics may include that the person has a broken front tooth, thinning hair, or some other unique feature.

Ask
When you first meet someone, what are some of the identifying characteristics that you observe?

Answer
Answers will vary.

IN030.11.A.

Do you think that your appearance is also part of nonverbal communication?

Answer
Yes. Your professional appearance may influence another person’s behavior. Positive first impressions help convince another person to take you seriously. Research shows that people size each other up within the first 15 to 30 seconds as an initial impression of what they think of you. Your appearance, body language, word choices, what you say, and how you say it all contribute to a first impression. If your job requires that you wear a uniform, make sure it is clean and appropriately pressed. Are your shoes polished and presentable? Do you look well groomed?

Ask
What nonverbal messages do people send with eye contact, a smile, a handshake, and other personal gestures?

Answer
Officers who know their work areas understand the cultural groups they work with and serve. Nonverbal communication may have different meanings that are insensitive to a person or group. In some cultures, eye contact is unusual and insensitive. In others, looking a person in the eye shows honesty, trust, or intimacy. In still others, the distance you place between yourself and others is telling. People judge the way you stand, walk, and move. Proper posture tells whether you are confident and have a sense of your job’s purpose. The key to understanding different cultures is to know others’ traditions.

Ask
What do others share when they describe their first impression of you?

- your total appearance
- your choice of words
- what you say
- how you deliver your message
For example, a study at the University of Pennsylvania asked students to rate their understanding of a topic based on their opinion of the speaker’s presentation.

They rated the communication for
- meaning
- verbal skills
- nonverbal skills

Findings showed that about half of the communication relied on body language; about a third was influenced by verbal tone, volume, and so on. Meaning was less influential.

What does the study mean for your message and how it affects human interaction?
- Combine clear verbal information and direction with appropriate body language.
- Recall that we spoke about *pitch*, or the tone, intonation, and inflection of words. The way another person hears what you say sometimes depends on how you speak.

The person with whom you are interacting may respond based on his or her interpretation of what you said, and their level of understanding and mental ability. It helps you know if the other person understood what you said. That is why evaluating their response, the feedback, is important.

What are some ways you can gain feedback?
- Ask questions to determine if the person understands you.
- Look for facial expressions that show agreement or confusion.
- Watch gestures, such as shrugging the shoulders.

The more you understand about the clues another person gives, the greater your ability to communicate and choose appropriate words.

Each time you succeed in dealing with others, you increase your awareness of your ability to complete a job. Of personal value to you then is understanding that you can evaluate your attitude and your verbal and nonverbal skills with members of your community. This understanding is important to your employment and safety. You never know if someone is testing to see if you will lose your cool! Thus, respect is important even when you handcuff a suspect.

Your willingness to do your job ethically and fairly is part of your
professionalism. Being able to get the job done also mirrors readiness to take responsibility and persistence. Additionally, self-worth helps you set courses of action as you face various situations that require you to make judgments and decisions. You assess others’ actions, analyze the facts of a situation, and act on your decision.

**Practice and Feedback**

**Exercise 4**

*Instructor Information*

This exercise encourages students to use interpersonal skills in self-awareness. Students plan a response to a situation, such as a daily event at work. Ask them to form groups using the 1,2,3,4 number system to give each person a number. Allow students the opportunity to be in a group different from prior exercises.

Ask groups to choose a person to record information and another to present responses to the class. Ask groups to discuss the questions.

The goal of this exercise is to develop a strategy for a pattern of responses to situations. Students should rehearse scenarios about kinds of activities they expect at work. For example, if a student is in the habit of preparing for the workday, the group can develop ways to prepare for a variety of events. Students create the scenarios and use verbal and nonverbal responses. Group reporters share scenarios with the class during situation.

The answers are suggestions. You and your students may have other answers.

1. **What criteria do you use to make decisions and judgments?**

   You use your training, experience, and the rules, regulations, and procedures established by law and by your agency.

2. **Do you believe that as an officer you can influence events?**

   Yes, through self-confidence and belief that you can make a difference.

3. **Do you think ego and attitude affect your job performance?**

   Yes. Your professional duty must become part of your ego. Your attitude must be fair and impartial so you can respond to every person, regardless of culture, tradition, national origin, or physical characteristics. Each person deserves your fair, just, and respectful response. Responding without bias or harassment is important.
4. Why is projecting a positive self-image important?

Personal and professional comfort enables you to project a positive self-image. The way others see you often depends on how you see yourself. Believe in yourself as a positive contributor and appreciate your capabilities.

5. What place does laughter and humor have in balancing your professional and personal life?

Balancing your life with fun and laughter is appropriate.

6. What verbal and nonverbal skills can help in the following officer interactions? You are walking along the street, and a visitor asks for directions. She cannot speak English. She shows you a city map and points to the store she wants to find. How do you respond to the situation?

Answers will vary

7. What verbal and nonverbal skills can help in the following officer interactions? You are dispatched to what is described as a student gathering. When you arrive you learn that students do not speak English. What is your response?

Answers will vary

8. Create another scenario in which you rehearse some verbal and nonverbal skills to prepare for an assignment. What is your response?

Answers will vary

9. Discuss the following scenario.

Officer Green is providing traffic control at the busy intersection in front of the courthouse. Six individuals in their mid-twenties approach the intersection and start to cross the street. Several of them begin jumping up and down for no apparent reason.

The disturbance annoys Officer Green. He fails to focus on providing reliable traffic control, turning his attention to the individuals’ aggravating behavior. He sees them running around in circles and jumping left and right. He hears three of the individuals yelling loudly. After he shouts at them, one word leads to another. Officer Green cannot concentrate on planning the appropriate response, respecting the individuals’ dignity, and addressing safety issues.

Describe situations that may develop from this scenario. What may be consequences of Officer Green’s failure to keep focused?
Answers will vary

Summary and Closing

[Provide the following information.]

This lesson discusses interpersonal skills that help you successfully work with other members of your agency and the public. The more you enhance your interpersonal skills and manage your thoughts, your verbal and nonverbal skills, and emotional responses in your personal life, the more these strategies help you become an effective officer and valued member of your agency.

The next lesson builds upon your professional response as an officer and team member of your agency.

Next Lesson Assignment

[Provide the following information.]

Read the following at the beginning of Lesson 2 in your Student Workbooks:

Civil Rights Act of 1964, Title VII
42 U.S.C. Sec.2000e-2(a), (b)
Equal Employment Opportunity

42 U.S.C. Sec. 2000e-4(a)
Equal Employment Opportunity Commission
Lesson 2  Teamwork for Officer Safety

Supply List

[Instructor Information]

Bring the following materials to class with you:

Chalkboard or flipchart and paper
Chalk or flipchart markers

Pre-Lesson Assignment

[Provide the following information.]

Instructor Led

Read the information on equal employment opportunity at the beginning of Lesson 2 in your Student Workbooks.

Civil Rights Act of 1964, Title VII
42 U.S.C. Sec.2000e-2(a), (b)

Equal Employment Opportunity
(a) It shall be an unlawful employment practice for an employer—
    (1) to fail or refuse to hire or to discharge any individual, or
otherwise to discriminate against any individual with respect to
his compensation, terms, conditions, or privileges of
employment, because of such individual’s race, color,
religion, sex, or national origin, or
    (2) to limit, segregate, or classify his employees or applicants for
employment in any way which would deprive or tend to
deprive any individual of employment opportunities or
otherwise adversely affect his status as an employee, because
of such individual’s race, color, religion, sex, or national
origin.

(b) It shall be an unlawful employment practice for an employment agency
to fail or refuse to refer for employment, or otherwise to discriminate
against, any individual because of his race, color, religion, sex, or
national origin, or to classify or refer for employment any individual on
the basis of his race, color, religion, sex, or national origin.

42 U.S.C. Sec.2000e-4(a)

Equal Employment Opportunity Commission
(a) There is hereby created a Commission to be known as the Equal
Employment Opportunity Commission, which shall be composed of five
members, not more than three of whom shall be members of the same
political party, who shall be appointed by the President by and with the advice and consent of the Senate for a term of five years.

### Introduction

**Instructor Led**

[Intstructor Information]

Introduce yourself and explain what you will teach in this lesson. As you teach, you may add pertinent information gained through your professional experiences that you feel enhances the material.

An important goal of this curriculum is to involve students in the learning process. Encourage them to take notes. Students learn in different ways. Taking notes enhances some students’ learning. Encourage students to interact directly with their instructor and not to focus on the Student Workbook. Students should use the Student Workbook to read pre-lesson assignments, to review lesson scenarios and objectives, and to complete exercises.

Suggested responses are underlined in the Instructor Guide. Use the underlined information to guide discussion.

This unit builds upon values and attitudes discussed in earlier units. During class discussions on professionalism, focus on the officer’s responsibility to treat each individual in the community with respect. This unit stresses professional responses to situations on and off the job.

In this unit, the word community means the people whom an officer interacts with on duty and off duty. The officer interacts with individuals in the workplace, in the institution, in the agency, and in the neighborhood. This is the community where the officer lives and works.

You present information, lead discussions, and ask students to work in groups and respond back to the class. For small group exercises, encourage students to rotate between groups. By working with different people, students may learn or improve interpersonal skills. They will learn and understand more about others’ opinions. Research shows that interactions within diverse groups produce a broader range of responses. Therefore, it is advantageous to assign students to groups rather than let them choose. Participation in large group discussion is voluntary. Remember to remind your class of the importance of maintaining confidentiality. Tell students not to take what others say personally. They must respect other students’ information and maintain self-control. Encourage students to answer questions respectfully. A student who willingly and successfully shares a personal experience inspires others. They, in turn, offer information and help build an open, safe environment where students can honestly discuss issues. Your open and nonjudgmental professional attitude
shapes the demeanor of your class. It also reinforces this lesson’s message: an officer’s attitude and professional response is the basis of community service.

You should be familiar with the statutes this unit presents.

[Provide the following information.]

During the discussions, please remember to respect other students’ heritage and culture. As officers, we are on the same team. We will share common goals working together in the future in our important professional jobs.

This lesson discusses what happens when either you or another person harasses. The several forms of harassment include sexual harassment, which turns the work environment hostile. It destroys teamwork and productivity.

Objectives

[Instructor Information]

Ask students to read the objectives for Lesson 2 in their Student Workbooks.

[Provide the following information.]

Objectives for Lesson 2 appear on page 1 in your Student Workbooks. Let’s review them.

IN030.7.A.4. Given the Title VII of the Civil Rights Act of 1964, identify sexual harassment is a form of sex discrimination.

IN030.10.A.1. Given a situation, identify that avoiding stereotypes may increase officer safety.

IN030.10.A.2. Given a request, discuss that stereotypes may be based on bias.

IN030.10.A. Given a situation, identify that personal perceptions of other’s cultures and traditions may change with experience and understanding.

IN030.7.A. Given a situation, identify harassment.

IN030.7.A.2. Given a situation, define quid pro quo.

IN030.7.A.1. Given a situation, define hostile work environment.

IN030.7.A.3. Given a situation, define sexual harassment.

IN030.7.A.5. Given a request, identify a possible way to avoid harassment.
IN030.2.B. Given a situation, identify that an agency may be liable as a result of an officer’s sexual harassment.

IN030.2. Given a situation, identify possible consequences of your behavior.

IN030.2.B.1. Given a situation involving bias, identify how other officers perceive your behavior.

IN030.7. Given a situation, identify officer liability and likely decertification based upon officer sexual harassment.

IN030.5. Given a situation, identify how a diverse workplace strengthens the agency and improves community relations.

IN030.5.A. Given a situation, identify that different cultures and traditions strengthen the expertise of an agency.

IN030.4. Given a situation, identify that an officers’ respect for teamwork maximizes the desired outcome.

IN030.4.B. Given a situation, identify disadvantages of poor teamwork.

IN030.4.C. Given a situation, identify that personal health awareness supports teamwork.

### Examples/Demonstration

#### Exercise 1

[Instructor Information]

This exercise encourages students to use interpersonal skills to respectfully discuss stereotyping. Randomly organize students into groups of four. Each group should include students who did not work together on the Lesson 1 exercises. Ask one person in each group to take notes. Ask another to report to the class.

The questions that follow involve sensitive subjects. Be careful not to let the conversation digress. You do not want personal feelings to polarize your class.

Ask the class if thinking up positive stereotypes is easier than finding negative stereotypes. Most people can readily remember negative stereotypes. They have to stop and think of positive information about a culture or race. Some students may not know either positive or negative terms for the stereotypes. This is a good sign that should be encouraged. The key to this exercise is to point out that positive stereotypes are just as dangerous to an officer’s safety as negative
situations. The importance of treating each person with dignity and respect offers the opportunity for the officer to evaluate the event and the circumstances, for example, approaching an old car, or serving a warrant. The ability to communicate with each person is the focus of this unit.

[Provide the following Information.]

Over the years, you probably heard good and positive comments about cultures and traditions. These comments noted certain characteristics in people or groups whose racial, religious, or cultural backgrounds differ from yours. Generalizing positive comments so they describe an entire group may be the result of what the media say and show.

Find three students with whom you have not worked recently. Form a working group. Review the list of nationalities or groups, and create a list of positive stereotypes for each. You have 10 minutes

List two positive stereotypes that you have heard about these groups.

Hispanics:
Blacks:
Whites:
Jews:
Asians:
Middle Easterners:
Italians:
Native Americans:
Women:
Men:
Muslims:
Teenagers:
Mexicans:
Homosexuals:
Vietnamese:
Elderly:
New Information

[Instructor Information]

When the groups finish providing information, announce to the class that all the answers are wrong, since stereotyping is wrong even if meant in a positive way. You may use other examples to describe ways to avoid using stereotypes.

[Provide the following Information.]

NO stereotypes are good. Even positive stereotypes can damage and hurt. It is important for you the instructor to help your students understand that both positive and negative stereotypes are hurtful. Labeling people according to abilities or characteristics limits officers in obtaining information or helping a victim. A reason not to use stereotypes is that when you make a judgment of a person based upon generalizations, then you may block out valuable information and clues about the person and you may overlook a situational context that helps save your life.

Using stereotypes give characteristics to a group that does not fit some of its individuals. For example, not all little old ladies are good cooks—many do not like to cook. Not all teenagers love to dance. Some do not know how. Others are clumsy and embarrassed to dance. Both positive and negative stereotypes hurt because they categorize people according to abilities or characteristics. Most people can readily think of negative stereotypes. They rarely stop to think of positive information about a culture or race. In any case, neither positive nor negative stereotypes are acceptable. Stereotyping takes your attention away from gathering information about a person or situation. The ability to avoid using stereotypes is an officer safety tool.

[Provide the following information.]

Whether you work in a law enforcement agency, correctional institution, or with correctional probation officers in your community, showing your coworkers respect and integrity lets others see that you handle your job professionally. That is, you treat people with respect, regardless of their race, color, age, national origin, religion, economic status, or physical or mental disability.

An important point is to remember that the ability to avoid stereotypes is an officer safety tool.

When you stereotype, you treat people based on what may be a faulty assumption. When you allow stereotypes to guide your behavior, you respond unfairly and with prejudice. You open yourself to liability and a lost career.
The important point of the exercise you just completed is that even positive stereotypes may be a safety issue. Stereotyping the elderly as weak, timid, and harmless jeopardizes your safety and that of fellow officers. An elderly person may keep a can of pepper spray in a bag, a razorblade taped between his or her fingers, or a gun under the car’s seat. Be open minded. Do not let appearances give you a false sense of security.

- Stereotyping others by race, gender, ethnic group, and physical disabilities based on bias and misinformation of an individual or group is dangerous.
- Stereotyping takes your attention away from gathering information about a person or situation. In any case, neither positive nor negative stereotypes are acceptable.
- Thus, never allow a stereotype to affect your judgment or decision-making. Whatever prior negative dealings you had with the same race, gender, religion, etc., you need to leave it in the past and treat the individual with dignity and respect. A good officer learns from the past but never holds it against the next person.

If you tend to make snap judgments about people, be aware of this habit and review ways to understand more about the person or situation. Getting to know people as individuals takes more effort, but it can have a real impact on you and your understanding of other cultures. An effective strategy is to stop, think, then act:

- Stop your automatic response.
- Think of the person with whom you are interacting. He or she is a unique individual worthy of respect.
- Act in a way that shows respect for that person’s dignity.

Prejudice is a disliking of people who differ from you. This disliking may grow out of ideas you heard as you grew up. It may be a result of how other people treated you. Citizens or officers who act with prejudice intend to return anger to an individual or group representing a race or religion or having other characteristics. This type of behavior is destructive and invites civil liability.

One way to overcome prejudice is to take the time and effort to learn the facts of a person or situation. Facts and tolerance can balance a tendency of labeling others. Behavior changes begin when we are aware of other’s uniqueness and commit to tolerance of others. Other important ways to overcome prejudice are

- refusing to go along with the crowd
- refusing to simply turn your head the other way and pretend not to see or hear
When you witness harassment and prejudice, speak out. Let others know that you do not approve of unprofessional behavior.

Ask
What actions can you take to learn more about other cultures and traditions?

Answers
Read and learn about other cultures, traditions, races, religions, and so on.
Attend ethnic fairs and cultural festivals in your community or city.
Help enforce a zero-tolerance policy
Do not engage in behavior that could be considered sexual harassment.
Report harassment and behavior based on prejudice.
Encourage others to report harassment and prejudice.

Discrimination

Discrimination is the action(s) a person takes to deprive another individual or group of a right because of prejudice involving color, national origin, race, religion, or sex.

Discrimination occurs because people choose to act on their prejudice. Each person has a right to live and work free from discrimination and prejudice. As officers, your job is to lawfully help protect others.

In the work environment, two types of harassment of a person or a group occur:

- **Quid pro quo** is a Latin term that means “something for something in return.” Here’s an illustration of its meaning. A supervisor demands favors from an employee in return for allowing that employee to continue to work. An example of quid pro quo is a supervisor who sexually harasses a male or female employee. The employee believes that any complaint will result in job loss.

- In a **hostile work environment**, lewd jokes or other offensive habits are part of the office culture. They annoy or humiliate a worker. That worker, however, does not complain. He or she believes complaining will result in job loss or worse.

There are several forms of harassment, including sexual harassment. Wherever harassment occurs, working conditions may become hostile.

Examples of harassment in the workplace or institution may include

- providing less support or on-the-job training to persons of a particular group, based on race or gender—For example, an
employer limiting the ability to progress in training or on the job
sets the stage for failure.

- regularly or exclusively assigning menial or demeaning tasks to a
person because of characteristics such as national origin, race or
age

- using characteristics such as age, race, or national origin to place
people in jobs that provide no opportunity for progression,
recognition, or increased responsibility

- purposely keeping critical information from a person because of
race, age, sexual preference, or other characteristics—As a result,
the person looks unprepared and uninformed to those who have
influence.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual
favors, and other verbal or physical conduct of a sexual nature. Sexual
harassment occurs when

- Submission to such conduct is either explicitly or implicitly a term
or condition of a person’s job, pay, or career (quid pro quo
harassment).

- Submission to or rejection of such conduct by a person is the basis
for making career or employment decisions affecting that person
(quid pro quo harassment).

- The purpose or effect of such conduct is to unreasonably interfere
with a person’s performance or create an intimidating, hostile or
offensive working environment.

As a form of sex discrimination, sexual harassment violates Title VII of
the Civil Rights Act of 1964 and statutes of most states. It includes

- unwelcome sexual advances
- requests for sexual favors
- other verbal or physical conduct of a sexual nature

When harassment occurs, the person being offended should let the offender
know his or her behavior is unwelcome. The offender must stop. In some cases,
the person harassed may believe it more threatening to ask the offender to stop.
In that case, the person should seek alternative ways to let upper management
know what is happening or seek outside help. Most agencies post a
discrimination policy and offer training programs. Most agencies have
information on how to report incidents.
Sexual Harassment

Some examples of sexual harassment behavior include verbal, nonverbal, and physical actions.

- Verbal actions include
  - sexual compliments
  - pressure for dates
  - ridicule with harsh sexual message

- Nonverbal actions include
  - facial gestures
  - pointing at nude pictures
  - suggestive body language

- Physical actions include
  - touching and brushing against another
  - hugging and patting
  - horse play

- The harasser, as well as the victim, may be a woman or a man. The victim does not have to be of the opposite sex.

- The harasser can be
  - the victim’s supervisor
  - an agent of the employer
  - a supervisor in another area
  - a coworker
  - a non-employee

The victim does not have to be the person harassed. The victim can be anyone affected by the offensive conduct.

Unlawful sexual harassment may occur without economically injuring or discharging the victim.

The harasser’s conduct must be unwelcome.

Filing a Complaint

The victim should inform management of the harassment. He or she has the right to file a complaint with the EEOC or to obtain additional information from the agency’s personnel office. In addition, an officer or an agency may file a charge in another person’s behalf, in order to protect the victim’s identity.
The victim may be a third party. That is, two or more people may use insulting language or laugh at lewd jokes that offend someone who is not part of the conversation. The third party may make a complaint against the people engaging in the conversation or joke. More information is available on the web site, http://www.eeoc.

Harassment that goes unaddressed at the agency level may cause officers to leave that agency. It may also result in citizens’ lawsuits against the officer and the agency.

Officers who are aware of harassing behavior and work to prevent it benefit their agencies. You may recall hearing jokes about an officer, a coworker, or a friend. Everyone, including the subject of the jokes laughed. However, disparaging jokes hurt. They are not funny to the person targeted. When you hear a joke explain, “I was just teasing,” know that teasing is a way to feel power over someone else. In fact, making fun of or teasing someone is a form of harassment. Even if the person teased jokes along, the subtle damage of harassment still has an effect. You must evaluate your statements to others and eliminate harassing remarks.

Examples/Demonstration

Exercise 2

Instructor Led

This exercise encourages students to use interpersonal skills to discuss harassment and sexual harassment respectfully. There are five scenarios in this exercise. Complete Scenario 1 as a class. Have the students break into groups to complete scenarios 2–5.

For scenarios 2–5, divide students into groups of four. Groups should consist of students who have not worked together before. Ask one person in each group to take notes and another to report to the class.

For scenarios 2–5 ask students to

1. Read each scenario.
2. Identify acts of harassment and sexual harassment, including sex on the job.
3. Predict each scenario’s outcome.
4. Prepare to explain their answers to the class.

The questions touch on sensitive subjects. Be careful not to let the conversation digress. You do not want personal feelings to polarize your class.
Answers given are suggestions. You and your students may have other answers.

[Provide the following information.]

Please read Scenario 1. Then we will discuss it as a class, and you will write the answers in your Student Workbook.

Scenario 1

On Friday morning, Sergeant Bill Fowler approaches Officer Fran Bell. He is her supervisor. In the past, he made unwelcome statements and took unsolicited actions toward Officer Bell. She let him know that she does not appreciate his remarks and actions. She is tired of his behavior. However, she needs the work, and this is the only job currently available in her town. Today, Sergeant Fowler reaches out and grabs her. When she jerks away, he grabs her arm and says, “I see that your blouse is unbuttoned.” Officer Bell turns away, humiliated by his joke. Sergeant Fowler continues, “If I were chief, your uniform would be panties and a tank top.” Another male officer walks by and laughs. Officer Bell goes to her office.

The next day, Sergeant Fowler walks close to her, then stands next to her, and begins stroking her hair. Later as Officer Bell is leaving at the end of her shift, Sergeant Fowler grabs her. Even though Officer Bell loudly tells him to stop and forcefully pushes him away, Fowler hugs her intimately.

Ask
What aspects of sexual harassment does Scenario 1 describe?

Answers

- supervisor as perpetrator, quid pro quo
- physical touching
- verbal insults
- witness to the harassment
- harassment over time that create a hostile environment
- unwanted advances
- criminal behavior of battery and touching; unlawful battery

the officer witnessing the situation must report it, whether or not Officer Bell reports it. If not, he or she may also be viewed as part of the hostile work environment.

Ask
What action can Officer Bell take against her supervisor and her agency?
Answer
Report harassment to a higher level supervisor.
Complain to the Commission on Human Relations.
Hire an attorney to represent her in civil litigation against Officer Fowler and her agency.
File charges for criminal acts of battery and unlawful battery.

Ask
After Officer Bell files the complaint, what action may her agency take?

Answers
Put Sergeant Fowler on suspension or leave during its internal investigation.
Fire her supervisor.
Forward its findings to the Criminal Justice Standards and Training Commission staff.
Ask the State Attorney’s Office or another state agency to help investigate and/or prosecute.

Ask
What happens after the agency submits its review to the Criminal Justice Standards and Training Commission?

Answers
The commission conducts an administrative hearing.
The scenario’s outcome is that Sergeant Fowler loses his officer certification.
His agency fires him.

To work on scenario 2–5:
1. Form groups of four. Work with students who have not been in your group before.
2. Choose a recorder and a reporter for your group.
3. Read each scenario.
4. Identify acts of harassment and sexual harassment, including sex on the job.
5. Predict each scenario’s outcome.
6. Prepare to explain your group’s answers to the class.
### Scenario 2

Sergeant Monica Casey begins to sexually harass Deputy Jefferson Williams. New to the sheriff’s office and on probation, Deputy Williams does not want to “stir the pot.” So he says nothing about the harassing language that Sergeant Casey uses to gain his attention. The sexual harassment starts as sexual looks and verbal advances. Then Sergeant Casey advances to inappropriate touching and fondling. She tells Deputy Williams that if he is interested in promotions, he must go out with her. Deputy Williams eventually complies and even has sex with Sergeant Casey. Eventually, the office relationship falls apart. Deputy Williams goes to the sheriff. He tells him about the situation and the activities Sergeant Casey ordered him to perform.

**What are some harassment issues in Scenario 2?**

- Harassment
- Hostile environment

**What legal actions did the sheriff’s office take?**

The agency fires Sergeant Casey. She permanently lost her certification because of counts of sexual Harassment, Battery, and Misuse of Official Position.

### Scenario 3

Jed Burrows is a male serving time for drug possession. He is an inmate at the prison where Officer Mark Felton works. The two men begin talking. Officer Felton begins to show preference for Burrows by supplying him with food, money, and drugs. The relationship between Officer Felton and Burrows grows physical and emotional. They send love letters to each other through the mail. A security camera films them having sex in the shower stall.

**What are the issues in Scenario 3?**

- A relationship exists between an officer and an inmate.
- An officer supplies items to an inmate.
- The officer and the inmate are involved with drugs.
- The officer has sex on the job.

**What legal actions were taken in this situation?**

Officer Felton lost his job and his certification because of counts of Introduction of Contraband, Unprofessional Relationship with Inmate, and Sex on Duty. Other criminal and civil charges were filed.
Scenario 4

Off duty and wearing civilian clothing, Officer Ron Martin goes to the grocery store. At around 2000 hours, he notices a very attractive young woman in the produce section. He strikes up a conversation with her. Chris Flyer speaks with him for about 15 minutes and then starts to leave. Martin wants to continue the conversation, so he grabs her by the shoulder. She stops and turns around.

When Officer Martin asks her to go to the bar down the street, she says no. As Flyer again starts to leave, Martin tells her that he works for the police department. He knows a friend of his wrote her a speeding ticket. Martin says that if she goes with him to the bar, perhaps he can help her with her ticket.

Flyer goes to the bar with Officer Martin. However, she is disappointed to learn he cannot really help with the ticket. She complains to the police department.

What are the harassment issues in Scenario 4? Is Officer Martin responsible for his actions when he’s off duty?

Yes. Officer Martin is liable for damages even off duty and even if Ms. Flyer knows he is an officer.

A person whom an officer sexually harasses has the right to report the behavior. Officer Martin can expect charges and possible decertification.

Laws against retaliation protect Ms. Flyer.

Scenario 5

Officer Green asks Ms. Monique Brousseau to look at some pictures he thinks are sexy. When she does not respond, he pushes against her and shoves her into a wall. Then he demeans the South American native, saying, “You foreigners can’t even have a little fun. Go back to your island.” Green asks Ms. Brousseau to look at sexy pictures, calls her names because of her national origin, and pushes her. Ms Brousseau is afraid to file charges. She fears retaliation.

Standing nearby, Officer Jonas Burger observes Officer Green’s verbal and physical abuse.

What are Officer Burger’s options for action?

As a third party to the incident, Officer Jonas Burger must report Officer Green, who may face sexual harassment and assault charges and loss of certification and incarceration.
New Information

[I Instructor Information]

This section discusses officer liability. The importance of officers, individually and as team members, serving the community with a professional response decreases the liability issues. The result of failing to observe state, federal, or agency policy and procedures results in possible decertification, criminal, or civil penalties of the officer and the agency.

[Provide the following information.]

Officer Liability

What actions by an officer cause citizen complaints, a supervisor to rate an officer poorly, or the Criminal Justice Standards and Training Commission to approve the officer’s decertification? What behavior by an officer causes a person to sue both the officer and the officer’s agency?

It is the biased behavior of an officer. His or her behavior is disappointing to other officers. They respond to that behavior with a feeling similar to grief.

The media review and assess officer conduct. The media now include individuals who own home video cameras and can instantly film all that happens. Those who capture unusual or interesting events happily help media professionals. Because it affects so many people, news of an officer’s betrayal of public trust spreads quickly and widely. The media’s description of the officer’s actions points out unethical behavior. That becomes a heavy burden on other officers, the agency, the officer’s family, and the community.

The Criminal Justice Standards and Training Commission conducts another review and evaluation of officer conduct. Its administrative review determines whether to decertify the officer. Types of cases the commission reviews range from falsification of records, to pornography, to sexual harassment. Although we discussed it earlier in the lesson, it may be beneficial to review the fact that harassment, sexual harassment, or having sex on the job is grounds for an officer’s decertification.

Let’s talk about some acts of misconduct that must be reported to the Commission.

Any of the following acts must be reported to the Commission:

- violation of §943.13(4), F.S.
- violations listed in Rule 11B-27.0011, F.A.C.
• acts that are felony offenses, whether criminally prosecuted or not—11B-27.0011(4) (a), F.A.C.
• misdemeanor listed in Rule 11B-27.0011(4)(b), F.A.C.
• acts listed as misdemeanor or criminal offenses, whether criminally prosecuted or not, such as:
  ♦ assault
  ♦ battery
  ♦ petit theft
  ♦ false reports or statements
  ♦ reckless display of a firearm
  ♦ discharging a firearm in public
  ♦ passing worthless checks
  ♦ prostitution or lewdness
  ♦ exposure of sexual organs
  ♦ driving or boating under the influence
  ♦ possession of cannabis less than 20 grams
  ♦ neglect or refusal to give aid

Some of the misdemeanor violations that must be reported are acts listed in Rule 11B-27.0011(4) (c) and (d), F.A.C., that constitute
• excessive use of force
• misuse of official position
• having an unprofessional relationship with an inmate, detainee, probationer, parolee, or community controllee
• sexual harassment
• sex on duty
• false statements during the employment application process
• subverting the State Officer Certification Exam
• testing positive for controlled substances

In summary, good officer conduct upholds integrity and values the community’s trust.

[Instructor Information]
Explain that unprofessional conduct is likely to result in personal and professional liability and officer decertification.

Recall from Unit 1, Lesson 1 (Academy Requirements), that a single violation may result in a variety of penalties. For example, having sex on duty is a violation.

[Provide the following information.]

An officer who behaves unprofessionally—either on or off duty—is subject to civil liability and criminal arrest. Recall Unit 1 of this module. You read about the standards of behavior summarized in the officer’s Code of Ethics. In Lesson 1 of this unit, you described a professional’s work. One hallmark of a profession is its mechanisms for training and performance standards. Another is a disciplinary system that punishes offenders—even if they are colleagues.

The Florida Administrative Code (F.A.C.), rule 11B-27.0011, Moral Character, includes the following section:

(4) For the purposes of the Criminal Justice Standards and Training Commission’s implementation of any of the penalties specified in Section 943.1395(6) or (7), F.S., a certified officer’s failure to maintain good moral character required by Section 943.13(7), F.S., is defined as:

(c) The perpetration by an officer of acts or conduct that constitute the following offenses:

(5) Engaging in sex while on duty or at any time the officer is acting under the color of authority as a Commission-certified criminal justice officer.

Rule 11B-27.005 (5) (c), F.A.C., sets penalties for sexual harassment that involves physical contact or misuse of position. Punishments range from probation of certification with training to suspension.

Ask
Who is responsible for reporting officer misconduct to the Commission?

Answer
Your administrator and agency must report violations to the Criminal Justice Standards and Training Commission. They have no other option.

Ask
Someone accuses you of an act of misconduct, such as having sex on the job. The misconduct is a moral character violation. You resign. Will your agency conduct an internal investigation and send its findings to the Commission?
Answer
Yes. You may resign, of course. However, your agency must investigate. Pursuant to Chapter 943.1395, F.S., an agency must conduct an internal investigation if it has cause to suspect an officer did not comply with Chapter 943.13(4) or (7), F.S. Chapter 943.1395 also requires that the agency submit investigative findings and supporting information to the Commission.

[Instructor Information]

This section explains how a diverse organization strengthens an agency and improves community relations.

[Provide the following information.]

Teamwork and the Community
A diverse workforce strengthens an organization. It brings a wealth of ideas and solutions to everyday problems. Various viewpoints and diversity bring an agency a wealth of experiences and expertise. An agency with a diverse workforce provides greater service to a diverse community. The community, in turn, recognizes that their friends and members of their families work in a criminal justice agency, or that they can support officers. Citizens feel greater ownership and the community recognizes its partnership with the agency. People are likely to say, “This is our agency. It represents us.”

Teamwork and good community relations offer specific advantages:

- The community observes the strength of teamwork within its agency.
- They increase safety of officers working in the community.
- They increase community satisfaction with the agency.
- They increase the amount of information and intelligence given to officers.
- They increase the amount of information given to help the criminal justice system.
- They increase job satisfaction among officers.
- They increase community involvement in the criminal justice system.
- They increase community awareness of criminal justice limitations.
- They increase positive interaction within the community and between the agency and the community.

Ask
What are specific disadvantages when officers practice discrimination,
prejudice, and harassment?

Answer

- It compromises officer safety.
- It compromises citizen safety.
- It decreases community involvement.
- It decreases information and intelligence coming into the agency.

[Intstructor Information]

This section discusses the importance of a healthy lifestyle. Fitness for duty is a safety issue and trust issue for other officers relying on your skills.

[Provide the following information.]

Health Awareness

Team members rely on each other for safety and job knowledge. They share friendship and mentoring, and help during difficult times. Another important characteristic is being physically ready for your job each day. Many books and articles discuss healthy benefits associated with diet and exercise, among them

- Physical fitness helps in times of stress.
- Good cardiovascular training helps with self-control and breathing during stress. It may help you remain calm.

When you are prepared, you can better support your team.

[Provide the following information.]

Summary and Closing

This lesson taught you more about responding professionally in a job situation and in the community. You respond without harassment, discrimination, and prejudice. Each time that you respond to a scene or answer a citizen’s call for service, you represent yourself and your agency. When you complete the call, you leave behind an image of yourself and your agency. To uphold the values of the officer’s Code of Ethics, you must behave with integrity and show respect for both victims and perpetrators. One way to understand the damage harassment and prejudice do is to analyze its effects on your community at large and work to repair and overcome that damage.

The next lesson discusses officer response to situations and officer safety.
Lesson 3  Officer Response and Safety

Introduction

[Intstructor Information]

Introduce yourself and explain what you will teach in this lesson. As you teach, you may add pertinent information gained through your professional experiences that you feel enhances the material.

An important goal of this curriculum is to involve students in the learning process. Encourage them to take notes. Students learn in different ways. Taking notes enhances some students’ learning. Encourage students to interact directly with their instructor and not to focus on the Student Workbook. Students should use the Student Workbook to read pre-lesson assignments, to review lesson scenarios and objectives, and to complete exercises.

Suggested responses are underlined in the Instructor Guide. Use the underlined information to guide discussion.

This unit stresses professional responses to situations on and off the job. During class discussions on professionalism, focus on the officer’s responsibility to treat each individual in the community with respect.

In this unit, the word community means the people whom an officer interacts with on duty and off duty. The officer interacts with individuals in the workplace, in the institution, in the agency, and in the neighborhood. This is the community where the officer lives and works.

You present information, lead discussions, and ask students to work in groups and respond back to the class. For small group exercises encourage students to rotate between groups. By working with different people, students may learn or improve interpersonal skills. They will learn and understand more about others’ opinions. Research shows that interactions within diverse groups produce a broader range of responses. Therefore, it is advantageous to assign students to groups rather than let them choose. Participation in large group discussion is voluntary. Remember to remind your class of the importance of maintaining confidentiality. Tell students not to take what others say personally. They must respect other students’ information and maintain self-control.

Encourage students to answer questions respectfully. A student who willingly and successfully shares a personal experience inspires others. They, in turn, offer information and help build an open, safe environment where students can honestly discuss issues. Your open and nonjudgmental professional attitude shapes the demeanor of your class. It also reinforces this lesson’s message: an officer’s attitude and professional response is the basis of community service.
You should be familiar with the statutes this unit presents.

[Provide the following information.]

Please remember to keep your discussions respectful of other students’ heritage and cultures. This means behaving politely when sharing opinions and listening to others’ comments. As students and future officers, we are on the same team. We will share common goals in our future work together as professional officers.

Objectives

[Instructor Information]

Ask students to read the objectives for Lesson 3 in their Student Workbooks.

[Provide the following information.]

Objectives for Lesson 3 are listed on page 1 in your Student Workbooks. Let’s review them.

IN030.2.B.3. Given a situation, identify that your personal values, if biased, impact your behavior.

IN030.3.A.3. Given a request, identify that an officer’s safety may be related to understanding the community environment.

IN030.9.A.1. Given a request, define assumptions related to bias.

IN030.9.A. Given a request, identify that assumptions may influence mental thoughts response.

IN030.6.A. Given a situation, identify that your mental thoughts, and your verbal and nonverbal behavior help you overcome reaction to emotions.

IN030.9. Given a situation, identify how assumptions may impact officer safety.

IN030.6.A.2. Given a situation, identify that planning for your response aids officer safety.


IN030.10.B. Given a situation, identify personal morals, values, and beliefs related to overcoming bias.
IN030.6. Given a situation, identify officer responsibility to assess situation and act without bias.

IN030.9.B. Given a discussion, identify that other people form assumptions based on officer’s verbal and nonverbal responses.

IN030.6.A.1. Given a situation, identify that your mental thoughts influence your verbal and nonverbal responses.

IN030.12.A.5. Given a law, identify information concerning age discrimination.


IN030.3.A.4. Given a selected community, identify that an officer’s safety may be related to knowing the demographics of the community.

IN030.12.A. Given a discussion, identify how different age groups may impact the community.

IN030.12.A.1. Given a request, identify stereotypes that are made about different age groups.

IN030.12. Given a situation, identify perceptions concerning age discrimination.

IN030.5.B. Given a situation, identify that increased knowledge is gained in a diverse environment.

**Review/Recall**

**[Instructor Information]**

_Instructor Led_

Ask students to recall information from Module 1, Unit 5 (Communication and Interpersonal Skills).

**[Provide the following information.]**

Recall Unit 5 (Communication and Interpersonal Skills). You learned that an essential element of interpersonal communication is handling your emotions. Remain calm and show no anger, fear, or negative emotions. Anger is dangerous in most situations: you must control it. You learned that officers respond to many events caused or worsened by anger of individuals involved in traffic accidents, domestic or abuse situations, or general situations that spin out of
control. Generally, people feel stress when they must interact with law enforcement. You must bring a calming presence to these situations.

**New Information**

[Provide the following information.]

**Training Guidelines**
- Maintain confidentiality.
- Do not take others’ negative attitudes or remarks personally.
- Be open to learning or improving interpersonal skills.
- Be open and honest but always respectful in your discussions.
- Encourage debate; however, remain courteous.

**Perception**

*Perception* is the interpretation of people or events based on your experiences, biases, beliefs, assumptions, and observations. It is our means for detecting and processing information.

In Module 1, Unit 5, Lesson 2 (Assessing Human Behavior), you learned that everyone responds to situations based on their own perceptions. Using your sense of sight or hearing, for example, heightens your awareness. Your beliefs, values, and life experience influence your behavior and your view of others’ behavior. Likewise, others perceive you based on their life experiences. Your experiences help you develop and form personal opinions. They help you communicate with persons of different ages, genders, races and physical and mental abilities.

**Examples/Demonstration**

**Exercise 1**

[Instructor Information]

*Explain and demonstrate the perception activity. Ask students to imitate your actions.*

*Place your hands in front of your eyes with your fingers slightly open to block some of your vision.*
Place your hands in front of your eyes. Open your fingers slightly. With your hands and fingers in this position, you cannot see everything. As you gradually move your hands away from your face, your view expands. This is similar to trying to see in the dark. This is similar to trying to see in the distance at night. You see details clearer when the area is illuminated. Similarly, you gather the most data about a person when the information is not filtered or blocked by a limiting perception.

Likewise, when you block information or choose to view a situation in only a certain way, you limit your problem-solving ability. So you may rely only on your perception of an event. You may not see the total situation. You need more facts. Think of times when you are out at night and the visibility is poor without the benefit of a light source—not all information is available. Thus, the more information you may gather about various cultures in your community, the more you enhance your knowledge and perception. Your knowledge of your community gives you greater expertise in handling your job, and your safety may be related to understanding the community environment. For example, is your city located in a more rural area, or are there tourist attractions and theme parks? Knowing the environment of your area helps you keep alert to changes and avoid the perception that things are routine. Keeping an open attitude allows you to ask questions and to stay one step ahead by planning possible responses to situations.

This lesson opened with a short discussion of factors that affect perception. What are they?

Characteristics such as age, gender, race, ethnic background, culture, physical or mental ability affect human perception.

Exercise 2

Scenarios are presented here to get you started. You are not required to use them. You can use any situation that comes up as the exercise progresses. Current events may provide ideal subjects. Facilitate discussion of why students chose their responses to each scenario. Ask, for example,

- What is your perception of events in the scenario?
- Why do you feel this act or choice is right?
- Why do you disagree with the act or choice?
- Do you have reservations about the behavior of characters in the scenario?
Scenario 1

Responding to a call, Officer Brown witnesses a career-long friend, Officer Danaher, at a car crash. When he returns to his agency, Officer Brown sees one of his superiors. He mentions Officer Danaher’s presence at the scene.

1. What is Officer Brown’s perception of the event?

Officer Brown assumes that Officer Danaher is involved in the crash. However, Officer Danaher has a training assignment. He is at the scene to review the details.

Scenario 2

Dining at a restaurant with his wife, Officer Johnson sees a coworker. Captain Markeren is hugging and kissing a woman who is not his wife. Officer Johnson reports the incident to his supervisor.

2. What does Officer Johnson assume?

He perceives that Captain Markeren is having an affair. However, Captain Markeren is saying goodbye to his stepmother, who is about his age.

New Information

Be aware of your attitudes, values, and perceptions. They can shape your expectations of what will happen in any situation.

You cannot change other people—they have a right to their own views and actions. Remember that no matter what attitudes, values, and perceptions others hold, we must respond professionally. Together, the officer’s positive mental thoughts, verbal and nonverbal skills, and manner of handling personal emotions provide a response that fosters good customer relations and teamwork.

Assumption

An assumption is a notion, statement, or belief that may or may not be factual. It is also something taken as true without proof or demonstration.

Do you remember placing your hands and fingers over your face? You partially covered your eyes, so you could not see everything in front of you. At this point
you could make some assumptions. Assumptions are interpretations of what experience tells you. They are not always accurate.

A person who consciously strives to train and control thought process and mental ability might choose to reject such assumptions as

- A person is lazy because of his national origin.
- People use their welfare money to buy cigarettes and beer.
- Women can never learn science and math.
- Only my cultural traditions are correct.

Now you are aware of your perceptions and assumptions and their limitations. You must also be aware that others have perceptions of officers. When people curse at you or call you names, remind yourself they are attacking your uniform, not you. Self-talk through the situation so you can behave professionally and not react to such comments.

Using stereotypes, perceptions, and assumptions to judge people limits your thought process. It may cause you to exclude information vital to an investigation. When you limit possibilities, you minimize safety. Stereotypes, perceptions, and assumptions may cause you to act on your emotions, rather than plan a response. Responsive behavior is to think, use your verbal and nonverbal skills, and plan your response.

What is a responsive approach? It is an interaction in which an officer tells a person what he or she expects. The officer has a goal: planning his or her actions that aid in achieving the desired results, given the situation. The officer’s behavior is unbiased and professional. An officer uses responsive behavior to control and to protect others’ rights. Unlike responsive behavior, reactive behavior may violate others’ rights and include harassment. The outcome of an interaction often depends on your conduct as an officer and the behavior of those with whom you interact.

Letting stereotypes and perceptions cloud your thinking can reduce your strengths and abilities. It is the officer’s responsibility to assess the situation and act without bias. One way is to avoid perceptions that lead to positive or negative stereotypes based on differences in

- age
- gender
- culture and ethnic background
- mental and physical abilities

Ask
What is the basis of personal perceptions?
Answers
This may include
- personal morals, values, and beliefs
- personal values expressed by word and action
- past experiences that increase professional behavior
- personal beliefs that are separate from an officer’s professional role

Ask
How do biased perceptions interfere with professionalism and lead to officer reaction?

Answers
Biased perceptions include
- Personal stereotypes that interfere with our ability to obtain the facts.
- Prejudging a situation discourages us from reviewing all facts.

Ask
How can an officer control biased perceptions?

Answers
Awareness is the first step in changing any behavior.
A next step is to gather more information about the race, religion, sexual orientation, economic condition, physical or mental disability, national origin, age, and community demographics. The more you understand about others the greater your ability to eliminate bias.

Alert Response
Let’s sum up what we discussed about some responses to emotionally charged situations. For example, some ways to remain alert and calm are
- Realize that demonstrators are reacting to the uniform, not the officer.
- Recall your officer training to remain calm.
- Focus on the job, which is to provide security for the community.
- Use controlled breathing.
- Remain alert to supervisor’s direction.
- Recall agency policy and procedures.

Some strategies for assessing other people and situations are
- Give each individual fair, uniform respect.
• Use and continue to learn strategies for self-control. They help you manage situations.
• Learn words and customs that help you understand other cultures.
• Listen to what people say.
• Think about what you will say.
• Try to understand the underlying cause of a person’s actions or anger.

Examples/Demonstration

Exercise 3

[Instructor Information]

This exercise encourages students to use interpersonal skills.

Ask students to count off 1, 2, 3, 4. Tell students with numbers 1 and 2 to form a group and students with numbers 3 and 4 to form another group with the goal to have students in a group different than the groups previously assigned to. Then instruct each group to choose a note taker and a reporter. Each group is to describe and report on the situations to the class.

The answers that follow are suggestions. You and your students will have others.

[Provide the following information.]

A person or event may trigger an officer’s reaction. The officer may lose control and react with frustration, hostility, or anger. The importance of understanding your emotions is to avoid reacting and think of the response needed for the situation.

1. Describe a bias situation that may cause an emotional challenge for an officer.

A convicted serial rapist arrives at prison. The mother of the officer responsible for inmates is a recent victim of sexual assault.

The officer must use personal strategies to control and overcome frustration, hostility, or anger.

2. Describe a situation in which an officer may feel frustration, hostility, or anger. Then describe a method for controlling those feelings.

An officer is providing security for a demonstration. Demonstrators have all the necessary permits. Some demonstrators start throwing paint at and spitting on the officer.
The officer can use these strategies:

- Realize that demonstrators are reacting to the uniform, not the officer.
- Recall his or her training to remain calm.
- Focus on the job, which is to provide security for the community.
- Use controlled breathing.
- Remain alert to supervisor’s direction.
- Recall agency policy and procedures.

3. Some words or phrases cause anger or incite force. What words or phrases, when said by an officer, can cause someone to become angry or use force?

Answers will vary.

4. Some words or phrases encourage others to follow directions. What words or phrases can an officer use to persuade others to follow directions?

Sir or Madam, could you…?
Mr. or Ms., will you step over here?
Young man or young lady, could you take your hands out of your pockets?

5. Sometimes a suspect or other citizen purposely tempts you to behave unprofessionally. Describe a situation in which a person taunts and tests you.

The person jeers and spits at you, then she throws a wad of paper at you.

6. What actions cause others to react to you positively or negatively?

Give each individual fair, uniform respect.
Use and continue to learn strategies for self-control. They help you manage situations.
Learn words and customs that help you understand other cultures.
Listen to what people say.
Think about what you will say.
Try to understand the underlying cause of a person’s actions or anger.
New Information

[Provide the following information.]

Understanding Feedback

It is important to understand others’ feedback and actions to gain their cooperation as you give additional instructions. For example, at a parade, everyone wants to jump out in the street and grab the candy thrown from the floats. You are responsible for keeping the crowd back a safe distance from the floats. Your ability to communicate and your nonverbal skills will help you gain support from the crowd in following your instructions. Your training allows you to assess the situation and gather information. Your planned response to the situation shows your leadership and direction.

Let’s discuss the feedback of information needed by the officer to understand some data about the subject. Possible questions you may evaluate include:

- What is the subject’s body stance or position?
- What facial features and expressions indicate data?
- What is the position of the hands, arms and legs?
- Is the subject reaching for anything or anyone?
- Is the subject grabbing another person?
- Can you understand what the subject is saying?
- What is the tone, volume, pitch of the subjects’ voice?
- What words are used?
- Can you determine by the reply that the subject comprehended your initial direction?
- Does the feedback require a response?
- What response is appropriate for this situation?
- Is my officer response legal and without bias?

Examples/Demonstration

Exercise 4

Attitude and response are results of thinking, verbal and nonverbal communication, and self-control.

1. What are advantages of understanding officer safety and staying focused and composed?
You can observe that others’ perception of your behavior often influences how they comply with your requests.

Enlisting people’s cooperation makes your job easier and safer.

2. **What do others think of your behavior?**

You have one chance to make a first impression.

You are responsible for your actions.

If others observe your behavior and think it is wrong, then in their minds, you are wrong.

3. **Discuss unbiased ways to keep a suspect’s attention.**

Respond verbally in ways that get and keep attention. Choose your words carefully and be aware of your tone of voice.

Respond nonverbally in ways that get and keep attention, such as gestures and facial expression.

Use proper body stance.

Put in place anger and stress management techniques that help you stay composed.

Use negotiation skills.

Let the suspect see the benefit of following your directions. Most people want to know, “What’s in it for me?”

4. **Describe ways to avoid liability.**

Follow agency policy and procedures.

Continue to prepare mentally for different kinds of work assignments.

Stop your automatic reaction.

Realize that stereotyping and bias keep you from seeing the whole picture.

Ask yourself, “What is in your best interest and my agency’s?”

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**New Information**

**The Florida Population**

Since the 1960s, the federal government enacted many laws prohibiting discrimination based upon age. These laws apply in all states. Many states including Florida, enacted additional laws to enhance federal protections. The laws prohibit age discrimination in

- employment
- housing options
- delivery of service and benefits from federally-assisted programs and services
- granting credit

Each federal law has specific provisions that address discrimination based upon age. All are complex and lengthy. However, there is information available and agencies charged with enforcement help explain the laws. The laws are

- Age Discrimination in Employment Act of 1967 (ADEA)
- Age Discrimination Act of 1975
- Rehabilitation Act of 1973
- Fair Housing Amendments Act of 1988
- Americans with Disabilities Act of 1990
- Equal Credit opportunity Act of 1974
- Truth in Lending Act of 1968

The Age Discrimination in Employment Act protects employees and job applicants over age 40. It covers employment practices and decisions, including hiring, discharge, promotion, layoffs, compensation, and other terms, conditions, and rights of employment. Employers may not use age in advertising positions, either specifically or by inference.

The Age Discrimination Act of 1975 prohibits age discrimination in the delivery of federal or federally assisted services and benefits. Such programs include health services, educational programs, housing, welfare, food stamps, and rehabilitation programs.

The Florida Legislature also enacted laws against age discrimination, including

§112.043, F.S. Age discrimination.--
It shall be the public policy of the state that no officer or board, whether state or county, shall discriminate in the employment of any person solely because of age. Persons who apply for employment with the state or any county of the state shall be selected because of training, experience, mental and physical abilities, and other selection criteria established for the position. Unless age restrictions have been specifically established through published specifications for a position, available to the public, the employing authority shall give equal consideration to all applicants, regardless of age.

Ask
What is age discrimination?
Answer
failing or refusing to hire or discharge or otherwise discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of the individual’s age

Ask
What is age bias?

Answers
treating a person differently either through actions or words because of the person’s age
assuming that because of age a person
• poses a greater or lesser threat to an officer
• is more or less credible
• is more or less intelligent

About Florida’s Demographics

The University of Florida, Bureau of Economic and Business Research (BEBR) projects the state’s population by 2025 to reach 24 million people. New residents moving to the state account for over 85 percent of the increase.

Population projections for 2025 include:
• about 6 million of the state population will be over 65 years of age
• about 5 million children/youth population (those 17 years and younger)

Florida’s population is becoming increasingly nonwhite over the last decades. Over time, statistics projections by race based on the same year definition of 2025 show:

• Non-Hispanic Whites will comprise 13 million of the state population
• Non-Hispanic African-Americans would comprise 4 million of the population
• Persons of Hispanic origin, who may be of any race, would comprise about 7 million of the population


Ask
What does Florida’s future look like?

Answers
Answers may vary.
[Instructor Information]

Current information on age, race, and sex by state, region, county, and city is available at www.floridacensus.com or www.census.gov. You can use information in these reports as handouts or overheads. Refer students to these web sites.

[Provide the following information.]

The growth of Florida’s elderly population may affect the criminal justice system and the public. For example, law enforcement may need to increase security for older persons who live in their own homes and those living in nursing homes. The public may not want to pay higher taxes for such services, nor share tight resources. The criminal justice system may need to innovate, by implementing more task force joint operations and training, for instance.

If you want to learn more about present and future Florida demographics, visit www.floridacensus.com or www.census.gov. These Web sites offer reports and large amounts of helpful information. Knowing your community’s demographics is vital to knowing the people you, as officers, will serve. The better you know your community, the safer you are. You can also use census data to identify needs that the community may place on your agencies in the future.

The U.S. Constitution, art. 1, sec. 2, mandates an appointment of representatives among the states, for the House of Representatives, every 10 years (decennially). Apportionment is the process of dividing the 435 seats in the U.S. hour of Representatives among the 50 states.

The constitutional mandate made the U.S. Census necessary. Conducted every 10 years, it is a valuable tool for understanding your community. In addition to apportionment, the decennial census results serve many purposes:

- determining the distribution of almost $200 billion yearly in federal, state, local, and tribal funds
- drawing boundaries of state legislative districts
- evaluating the success of programs
- identifying populations that need services
Examples/Demonstration

Exercise 5

Questions in this exercise aim to uncover information through discussion and group interaction. Asking students to justify their answers by reflecting and analyzing encourages critical thinking and respectful, active listening. Sharing a personal experience or cultural norm promotes a more open and safe environment where students can discuss personal issues. Continue to rotate students by asking them to choose a group.

The answers given are suggestions. You and your students may have others.

[Provide the following information.]

Discuss and answer the questions for Exercise 5 in your Student Workbooks. Prepare to present your group’s answers to the class.

1. How do large populations of different age groups affect the community?
   For example, do older or younger adults or teenagers require more criminal justice services?

   Large populations of certain age groups affect the type and volume of service calls.

   Large groups of younger adults cause more calls about loud music and noisy parties.

   Large group of retirees
   - request more service calls for nuisance complaints, such as parking, panhandling, and code enforcement.
   - influence local government as a voting block and, in turn, affect the priorities of law enforcement and corrections in their communities.

2. By letting an agency know what it expects, can it help influence the community’s tone and direction? How can the type of community also influence an agency’s efforts? Consider the following questions in your answer

   Is the community a college town or retirement area?
   Does it have theme parks and other attractions that draw vacationers and tourists?
   Is the community rural or urban?
   Does it sponsor event that attract large groups of people of the same age or with the same interests, such as Bike Week, Speed Week, Spring Break, etc.?
Answers to these questions affect the response of law enforcement, correctional and correctional probation officers.

3. **What are common stereotypes of different age groups towards the criminal justice system? Consider the following in your answer**

**Young people**
- Young people are reckless, irresponsible, and drive fast.
- Young people are loud and noisy.
- Young people are disrespectful of elders and the rules.
- Young people expect officers to harass them.
- Young people pose threats to officers.

**Older people**
- Older people are gentle, peaceful, and respectful.
- Young people are violent, aggressive, and disrespectful.
- Older people expect officers to treat them well.
- Older people pose no threat to officers.

4. **What biases contribute to age discrimination? Consider the following in your answer**

**Young people**
- Young people learn quickly and embrace change.
- Young people perform quickly and use modern methods.
- Young people take risks and act spontaneously.
- Young people are less meticulous than other people are.
- Young people take off more time and do not want to go the extra mile. They focus on themselves.
- Young people live for the present. They work for a paycheck.

**Older people**
- Older people learn and adapt slowly, they resist change.
- Older people perform slowly and use antiquated methods.
- Older people are conservative and cautious. They are not as effective as young people are.
- Older people live in the past.
• Older people take off more time and do not want to go the extra mile. They focus on retirement.

New Information

[Provide the following information.]

Respect

Blindly accepting your personal views or those that are part of your cultural heritage about different age groups can lead to misunderstanding and misperceptions. When a difference between your age group and another’s become obvious, you may see the difference as a problem. You may fail to see differences as reflections of each individual’s or cultural group’s emphasis on age. That can make your interactions with others ineffective. Prejudging people by observing traits such as their age is easy. You can incorrectly apply stereotypes learned from your cultural heritage or experiences to an individual. You may make snap judgments of people based on your preconceived notions about age. Getting to know others as individuals can have a real impact on you and your understanding of them in the community and in your work area. An effective strategy is to stop, think, and then act:

• Stop your automatic reaction.
• Think of the person with whom you are interacting as a unique individual worthy of respect.
• Act to show respect for that person’s dignity.

Summary and Closing

[Provide the following information.]

As our society becomes increasingly diverse, the professional skills taught here become increasingly important. Knowing the cultural traditions and diverse needs of your community benefits the individuals living there. It also boosts your chances of success as you perform your job. For example, you can develop rapport with and trust in residents of a culturally diverse neighborhood. You can encourage them to join you in protecting their neighborhood. Your multicultural awareness skills are a tactic. They improve your on-the-job effectiveness and might save your life.

In the next lesson, you will learn more about community relations and officer safety. Community relations skills include

• respecting diversity
• being sensitive to cultural differences
• making the community aware of criminal justice assistance
• calming neighborhood reactions
• helping resolve conflicts
• using effective communication skills
Lesson 4  Community Relations and Officer Safety

Introduction

[Intstructor Information]

Introduce yourself and explain what you will teach in this lesson. As you teach, you may add pertinent information gained through your professional experiences that you feel enhances the material.

An important goal of this curriculum is to involve students in the learning process. Encourage them to take notes. Students learn in different ways. Taking notes enhances some students’ learning. Encourage students to interact directly with their instructor and not to focus on the Student Workbook. Students should use the Student Workbook to read pre-lesson assignments, to review lesson scenarios and objectives, and to complete exercises.

Suggested responses are underlined in the Instructor Guide. Use the underlined information to guide discussion.

This unit builds upon values and attitudes discussed in earlier units. During class discussions on professionalism, focus on the officer’s responsibility to treat each individual in the community with respect. This unit stresses professional responses to situations on and off the job.

In this unit, the word community means the people with whom an officer interacts on duty and off duty. The officer interacts with individuals in the workplace, in the institution, in the agency, and in the neighborhood. This is the community where the officer lives and works.

You present information, lead discussion, and ask students to work in groups and respond back to the class. For small group exercises encourage students to rotate between groups. By working with different people, students may learn or improve interpersonal skills. They will learn and understand more about others’ opinions. Research shows that interactions within diverse groups produce a broader range of responses. Therefore, it is advantageous to assign students to groups rather than let them choose. Participation in large group discussion is voluntary. Remember to remind your class of the importance of maintaining confidentiality. Tell students not to take what others say personally. They must respect other students’ information and maintain self-control.

Encourage students to answer questions respectfully. A student who willingly and successfully shares a personal experience inspires others. They, in turn, offer information and help build an open, safe environment where students can honestly discuss issues. Your open and nonjudgmental professional attitude
shapes the demeanor of your class. It also reinforces this lesson’s message: an officer’s attitude and professional response is the basis of community service.

[Provide the following information.]

Please remember to keep your discussions respectful of other students’ heritage and cultures. This means behaving politely when sharing opinions and listening to others’ comments. As students and future officers, we are on the same team. We will share common goals in our future work together as professional officers.

Training Guidelines

- Maintain confidentiality.
- Do not take others’ negative attitudes or remarks personally.
- Be open to learning or improving interpersonal skills.
- Be open and honest but always respectful in your discussions.
- Encourage debate; however, remain courteous.

Objectives

[Instructor Information]

Ask students to read the objectives for Lesson 4 in their Student Workbooks.

[Provide the following information.]

Objectives for Lesson 4 are listed on page 1 in your Student Workbooks. Let’s review them.

IN030.2.B.2. Given a situation involving a possible bias, identify how your behavior is perceived in the community.

IN030.2.A. Given agency policy and procedure, know that agencies have policy and procedure to maximize officer success.

IN030.3.A.2. Given a request, identify that the badge represents public trust and respect.

IN030.5.A.1. Given a situation, identify that officers represent the government to the community.

IN030.8.A.1. Given a situation, identify that community trust of officers is harmed when officers commit harassment.
IN030.3. Given a situation, define community as customers.

IN030.3.A. Given a request, identify an officer’s responsibility to the community.

IN030.5.C. Given a situation, identify advantages of a diverse organization serving the public.

IN030.7.B. Given a situation, identify that bias may exist within groups in the community.

IN030.8. Given a situation, identify that there are people who have bias against others.

IN030.8.A. Given a discussion, identify that there are people who harass others in the community.

IN030.8.B. Given a discussion, identify that cultural groups may be targets of hate crimes.


IN030.8.B.2. Given the Florida Statutes 775.085, identify that the common term “hate crime” is also evidencing prejudice while committing offense.

IN030.1. Given a situation, identify how an officer’s behavior may maximize the desired outcome.

**Review/Recall**

**[Instructor Information]**

Recall Lesson 2 (Teamwork for Officer Safety). You learned that Title VII of the Civil Rights Act of 1964, as amended, prohibits discrimination and harassment. The law prohibits discrimination based on race, color, religion, sex, or national origin. If harassment escalates and includes criminal behavior, resulting charges may include penalties for engaging in a crime motivated by prejudice and therefore a longer sentence. In this lesson you learn about §775.085, F.S., which describes the elements of a hate crime.

**[Provide the following information.]**

Recall Lesson 2 (Teamwork for Officer Safety). You learned that Title VII of the Civil Rights Act of 1964, as amended, prohibits discrimination and
harassment. This law prohibits discrimination based on race, color, religion, sex, or national origin. If harassment escalates to criminal behavior, resulting charges may include penalties for engaging in a crime motivated by prejudice and therefore a longer sentence. This lesson discusses §775.085, F.S., which defines the elements of a hate crime.

**New Information**

[Provide the following information]

Citizens and visitors look to officers to help uphold safety and security in the community. The community perceives officers based on past interactions with and treatment by the criminal justice system. Those experiences—whether positive or negative—may create bias towards law enforcement.

Citizens may not appreciate or understand local laws and your agency’s policies for enforcing them. For example, a person may want to drive his car on the beach. However, local ordinances prohibit driving on the beach and your job is to enforce those ordinances. As a result, the driver cannot meet his wants and needs. He’s irritated, and his emotional reaction adds to his unhappiness with “the system.”

Individuals new to a community may fear, distrust, or feel uncomfortable with the criminal justice system. They have not yet learned how the system works in their new community.

Some citizens believe that officers do little to help control crime in their area. When they project or express their negative attitude, officers notice. An officer may think, “If the public does not support our efforts to prevent crime, why go out of my way to help.” Citizens’ negative perceptions reinforce officers’ negative perceptions, leading to a cycle of negative bias.

Citizens’ negative perceptions are frequent topics of community discussion. Citizens continue to cite incidents that occurred many years ago as examples of poor officer response. An unprofessional officer’s reaction to a situation generates negative emotions and destroys goodwill that took years to build. So does an officer’s inconsiderate behavior. Surveys find that citizens complain about inconsiderate and unprofessional officer behavior:

- officers’ amusement in situations that leave citizens feeling embarrassed
- officers’ criticism of a person’s behavior that adds humiliation to a situation
- officers rushing or speaking abruptly when citizens need help and consideration
- officers talking down to citizens, adding to a person’s feeling of worthlessness
• officers making assumptions about a citizen’s culture, religion, race, sex, age, sexual orientation, ethnicity, or physical disability, and then responding with bias

• officers using stereotyped or biased terms about a victim and then interacting with bias

Negative statements certainly blemish the criminal justice system. However, thousands of professional officers courteously and respectfully serve every person they encounter. Outstanding officer of the year awards and outstanding agency dedications honor men and women who courageously provide safety and security to our communities. Each of you can help raise the level of professionalism by consciously applying good judgment and ability.

Turning in a fellow officer for behavior you know to be unacceptable is difficult. What are the consequences of a complaint made against an officer for sexual harassment or other forms of harassment? Conviction may result in a fine that both the officer and the agency must pay the victim. In addition, decertification is likely. If an officer’s behavior includes criminal offenses, he or she may be sentenced to prison and fined.

A good question to ask is, “Is it in my best interest to have a letter in my personnel file, addressed to my supervisor, written by a citizen, and describing my negative or biased behavior?” Under Florida’s Sunshine Laws, your file is a public record. One negative incident can affect your career 20 years from now.

If you believe that you may have negative biases ask,

• Am I acting on biases and prejudice?

• Am I treating or reacting (or not treating or reacting) to this person as I would a person of a different race, sex, age sexual orientation, religion, and so on?

If your answer to either question is yes, change your behavior so you can respond to situations fairly and professionally, without bias. The badge you wear symbolizes public trust and respect. Often, you are the only face of government some citizens ever see, interact with, and know.

Erasing negative emotions harbored by citizens is not easy. Certain citizens view officers unfavorably, possibly for good cause. When police abuse does occur, regaining and rebuilding trust is difficult. Citizens remember officers’ harassment of others for a long time. They may refuse to work with law enforcement on neighborhood watch campaigns. Sometimes the result is lack of respect, support, and cooperation during criminal investigations.
One way to gain citizen support is to learn the geographical and social characteristics of the community you serve. Remember what you like and how you feel as a customer when you expect and receive good service.

An officer’s willingness to learn about different groups shows his or her interest in public relations. What one culture considers sensible, logical, and expected may not be at all acceptable in another—for example, eye contact.

You must be equally professional when dealing with crime victims and suspects. As mentioned earlier, your actions have a cause and effect on others. Your thoughts, verbal and nonverbal behavior, and emotional responses reflect your training and adherence to agency policy and procedure. For example, the way you speak to or question people, especially a sexual assault victim or family member of a deceased victim, shows the responsibility you feel for the community. Its members expect professional responses to their requests.

Knowing your community increases your safety and cements partnership with the community. It is also good public relations. Your role as community partner includes

- understanding and respecting the historical, political, scientific, and economic resources of cultural groups in your area
- understanding verbal and nonverbal communication used by cultural groups in your area
- understanding social norms and traditions of different cultures in your community
- understanding that when your agency employs a diverse cross section of the community, it better represents service to the community

Examples/Demonstration

Exercise 1

In this exercise, students practice respectful behavior and use interpersonal skills as they discuss stereotypes.

Ask students to form groups of four. Each group will discuss the questions and come to an agreement on the answers. One person in each group will record group responses; another will report to the class.

Answers given are suggestions. You and your students may have other answers.
[Provide the following information.]

1. **Name two powerful people. How did/do they affect and contribute to society? Why are/were they powerful?**

The goal and efforts of Martin Luther King, Jr., were to secure liberty for all. He influenced an entire generation and furthered the understanding that prejudice and unequal opportunity limited minorities from realizing full expression of those liberties. In 1964 he received the Nobel Peace Prize for his work.

Mother Theresa of Calcutta said that if we want to help, look at our own families. That is the place to start helping others. Help bring peace to our family and friends. In 1979 she received the Nobel Peace Prize for her work.

2. **Describe how using power negatively is a detriment to the community.**

The media continue to report cases of officer brutality based upon bias. Some cases include planting fake evidence. Officers who make a crime scene appear different by placing a weapon in the hand of someone else or beat up on a victim use the power of the officer over others.

3. **Describe how an officer can make a positive or negative difference in the community.**

Each time an officer communicates with the public, citizens evaluate the officer’s conduct. Providing protection, service, and information makes a positive difference. It gives citizens a good impression of law enforcement, correctional, and correctional probation officers.

Officers can make positive differences by getting involved in charitable efforts. They can volunteer to work for the March of Dimes or American Cancer Society. They can help mentor a child or help with community beautification efforts.

A negative impact occurs when an officer insults an inmate. An inmate can tell a family member with the result of the incident relayed in the form of a complaint to the warden.

4. **An officer is investigating a crime or gang activity. Neighborhood residents are afraid to cooperate. What can the officer do?**

Responding professionally and interviewing respectfully may persuade residents to cooperate.
Convince people that providing information will help capture a criminal or break up a gang.

Enlist citizens’ help in making the community safer.

5. An officer mentally prepares, communicates verbally and nonverbally, and provides an appropriate response. Here are examples of situations officers may encounter. The following are some examples to help formulate your responses.

For each example, ask students to provide information about the following

- What are some strategies for mental preparation?
  What facts do I know?
  What agency policies and procedures cover this situation?
  What can I assess about the situation?
  What might be some stereotypes? How can I avoid acting on them?

- What are some strategies for verbal and nonverbal communication?
  What words shall I choose?
  What nonverbal gestures will I avoid or employ?

- What are some strategies for the appropriate response?
  What skills can I use to stay calm and successfully handle the situation?
  What can I do if I need backup?

An officer is dispatched to a shopping center to handle a disturbance involving loud teenagers. Some may be on drugs.

An officer tries to help a drunk out of the gutter.

An officer dispatched to a domestic disturbance learns the partners are homosexuals.

An officer tries to get a person from his house to the jail on a warrant charge.
Instructor Led

New Information

[Provide the following information.]

Harassment and Prejudice

Prejudice is a disliking of people who differ from you. People are not born with prejudice. This disliking may be fostered by ideas you heard as you were growing up. It may be a result of how other people treated you. Prejudice may grow out of a desire to dominate others by oppression.

This disliking is wrong. Officers who use excessive force or brutality provide evidence of their own prejudice. You have seen this brutality on the news. Perhaps you remember the much-publicized beating of Rodney King in California.

Citizens see an officer’s oppression of others as brutality. When others do not notice or pretend not to see officer brutality, the behavior undermines our freedoms and democratic processes.

One way to overcome prejudice is for individuals to take time and make efforts to learn the facts about a person or situation. Facts and tolerance may balance and even stop quick prejudgment of others. Changing this behavior starts when we each commit to treat each other with tolerance. We can choose not to participate by refusing to go along with the crowd. When you witness harassment and prejudice, speak out. Let others know that you disapprove of such unprofessional behavior.

Harassment is a form of discrimination that you can hear and see in spoken and written words or action. You can observe it when someone acts against a specific individual or a group. Harassment takes a variety of forms and does a range of damage. Harassers annoy, alarm, and cause great emotional distress to their victims.

Examples of harassment include

- jokes based on bias
- patronizing remarks based on stereotypes
- displays of racially offensive written material, images, and graffiti
- unfair or insensitive criticism of the professional performance of a member of another race
Discrimination

Behavior based on a group or person’s color, race, nationality, ethnic or national origin, or religion is *discrimination*.

**Racial Discrimination**—The perception of the person who feels slighted or aggrieved defines racial harassment. It does not depend on the feelings or thoughts of observers or participants.

**Religious Discrimination**—Federal and state laws prohibit discrimination based on religion. If an employee asks for specific religious accommodation, the employer must assist. Exceptions occur when the request places undue hardship on the employer. Mere inconvenience is not undue hardship. An employer must not make discriminatory rules and decisions or introduce practices based on a particular religious belief.

**National Origin**—The standards defining national origin harassment include

- behavior directed at an individual or a group of individuals because of national origin
- behavior that a reasonable person would find creates a hostile work or learning environment
- behavior or language that explicitly refers to national origin, such as jokes or slurs about a person’s ethnic background or country of origin
- harassing oversight of a person’s work because of his or her national origin

For example, a supervisor and employee have different ethnic backgrounds. The supervisor says the employee is lazy. She’s just like others members of her ethnic group. That’s harassment. The employee’s subordinates or coworkers make the same remarks. That’s harassment.

The Florida statutes impose stiffer penalties for crimes committed because of prejudice.

**§775.085, F.S., Evidencing prejudice while committing offense; reclassification.**

(1)(a) The penalty for any felony or misdemeanor shall be reclassified as provided in this subsection if the commission of such felony or misdemeanor evidences prejudice based on the race, color, ancestry, ethnicity, religion, sexual orientation, national origin, homeless status, mental or physical disability, or advanced age of the victim:

1. A misdemeanor of the second degree is reclassified to a misdemeanor of the first degree.
2. A misdemeanor of the first degree is reclassified to a felony of the third degree.

3. A felony of the third degree is reclassified to a felony of the second degree.

4. A felony of the second degree is reclassified to a felony of the first degree.

5. A felony of the first degree is reclassified to a life felony.

(b) As used in paragraph (a), the term:

1. "Mental or physical disability" means that the victim suffers from a condition of physical or mental incapacitation due to a developmental disability, organic brain damage, or mental illness, and has one or more physical or mental limitations that restrict the victim's ability to perform the normal activities of daily living.

2. "Advanced age" means that the victim is older than 65 years of age.

(2) A person or organization that establishes by clear and convincing evidence that it has been coerced, intimidated, or threatened in violation of this section has a civil cause of action for treble damages, an injunction, or any other appropriate relief in law or in equity. Upon prevailing in such civil action, the plaintiff may recover reasonable attorney's fees and costs.

(3) It is an essential element of this section that the record reflect that the defendant perceived, knew, or had reasonable grounds to know or perceive that the victim was within the class delineated in this section.

3. "Homeless status" means that the victim:

   a. Lacks a fixed, regular, and adequate nighttime residence; or

   b. Has a primary nighttime residence that is:
      (I) A supervised publicly or privately operated shelter designed to provide temporary living accommodations; or
      (II) A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

History.—s. 1, ch. 89-133; s. 1, ch. 91-83; s. 1, ch. 98-83; s. 1, ch. 99-172; s. 1, ch. 2010-46.

According to §775.085, F.S., a crime that involves these elements is a hate crime:

- The suspect showed and acted on prejudice based on the victim’s race, color, ancestry, ethnicity, religion, sexual orientation, national origin, homeless status, mental or physical disability, or advanced age.
- If the victim or organization can establish that it was coerced, intimidated, or threatened in violation of §775.085, F.S., it has a civil cause of action for
  - treble damages
  - an injunction
  - any other appropriate relief in law or in equity
- The subject perceived, knew, or had reasonable grounds to know or perceive that the victim was within the class defined in §775.085, F.S.

For crimes committed while evidencing prejudice, an increased criminal charge may be added as defined in 775.085, F.S., when
- Criminal charges arise from the harassment.
- Hatred is directed at targeted persons or their property.

The statute’s title is “Evidencing prejudice while committing offense; reclassification.” However, people commonly call it the hate crime statute.

A person convicted of a criminal offense motivated by bias, hate, or prejudice faces a greater penalty and a longer sentence. The court must determine that the crime occurred because of the victim’s personal characteristics:
- race
- color
- ancestry
- ethnicity
- religion
- sexual orientation
- national origin
- homeless status
- mental or physical disability
- advanced age

In every criminal case, the prosecution must prove criminal intent. Proving that a crime violates §775.085, F.S., is no different. In prosecuting this type of crime, documented evidence is essential. It must show that the offender deliberately targeted the victim because of the victim’s race, color, ancestry, ethnicity, religion, sexual orientation, national origin, mental or physical disability, or advanced age.

Documentation of intent may include
• statements the suspect made to the victim
• witnesses’ statements about what the suspect said while committing the crime
• graffiti drawn at the scene
• other physical evidence found at the scene

Documenting the evidence in your report is critical.

About Bias Crimes

Bias crimes challenge law enforcement. They are more violent, socially disruptive, random, and serial than other crimes. Generally, they are harder to solve.

• Most bias and hate crime offenders harbor hidden prejudice. Not easily identified, these prejudices surface as hate-inspired acts of vandalism, assault, or even murder.
• No race, religious, or ethnic group is immune from being victim of a bias crime.
• There is no typical hate or bias crime victim.
• Each crime is unique.

State and federal laws prohibit prejudice against individuals based on certain categories such as, but not limited to, race and ethnicity. When a crime occurs, an officer may collect evidence of prejudice. After gathering such evidence, the officer may charge the suspect with a hate or bias crime, which carries a more severe penalty.

Recall the definition of a bias crime. It is any criminal offense against a person or property motivated by the offender’s bias toward an actual or perceived race, color, religion, ethnicity, ancestry, national origin, sexual orientation, disability, or advanced age.

Crime Scene Evidence

In Florida, any crime can be classified as long as all required elements are present. Suppose that an officer called to the scene determines that the situation may be a hate or bias crime. The officer must protect, preserve, document, and process the physical evidence at the scene.

What are some elements to note at the scene? The presence of these elements suggests a hate crime:
• The reason for crime against the person or property seems to be bias or hate. The crime cannot be one of passion or opportunity. The main reason for the crime is the perpetrator’s hatred for a particular protected class.

• Collect evidence from the crime scene that may help prove the offender’s intent. That includes handwritten notes, photographs, writing on walls, and symbols.

The responding officer (the first officer on the scene) notes in the report any evidence found at the crime scene that indicates a hate crime occurred. The suspect is charged with a hate crime. The hate crime is reviewed by others in the criminal justice system such as a supervisor, a detective responsible for follow-up the investigation, or the prosecuting attorney. If the suspect is found guilty in court, the judge applies the additional hate crime penalty.

However, the officer first on the scene classifies the crime based on evidence present. If all elements are present, the officer indicates hate crime in the report.

**Officers and Victims of Bias Hate Crimes**

Officers who provide the appropriate response to the victim of a bias or hate crime help the entire justice system by encouraging victims to cooperate. They also promote their agencies’ credibility within their communities when victims understand that they can trust officers.

Hate crime victims often react differently from victims of other crimes. They realize that a personal characteristic made them a target. They cannot change that characteristic. Such victims require special attention from the responding officer:

• Keep calm, objective, and professional.
• Question the victim sensitively. Be discrete about requesting answers from very distraught victims.
• Ask victims if they have ideas about why they were victimized.
• Ask victims how you can help. What do they need and want?
• Listen professionally. Let the victim vent.
• As you investigate, neighbors, witnesses, and others you contact see you working professionally on the case. That sends the community a message about your attention to the crime.
• Be professional regardless of your opinion of a person’s lifestyle choices.
• Do not belittle or make light of the situation.
• Remember that the victim may find you threatening if he or she is of another national origin or race. This is especially true if you belong to the same race.
as the perpetrator. The victim may be reluctant to talk if he or she perceives you as biased.

- Assure the victim that you are a professional interested in serving justice.

The help you give shows your respect for the victim’s dignity. As you follow the case through the criminal justice system, you also show respect to the victim and the suspect by

- giving an appropriate amount of time to investigating the crime
- properly investigating the case
- pay attention to and providing details

**Community Expectations for Professional Behavior**

The community expects officers to take the right professional action:

- Choose to take the right professional action.
- Follow department policies and procedures.
- Understand that an officer has a 24-hour, 7-day-a-week job.
- Meet higher ethical standards.
- Know the community is always watching.

Similarities found in and between groups help build community. We make similar choices of restaurants and movies. We support our communities’ sports teams. When members of groups begin to believe in an officer’s professional response to a request for service or finding a suspect, the community support for law enforcement, correctional, and correctional probation efforts increases.

We can realize the importance of working toward community goals that help bring cultural groups together. When community resources are limited, the need for communication is greater in order to help maximize diplomacy in understanding cultural diversity. We share much as a community and a nation, so the goals of excellent criminal justice agencies help support the growth of communities.

Several times in this unit, we discussed the importance of knowing your community. Regardless of your work area and community’s size, you will find diversity among its members’ cultural heritage, traditions, and even their likes and dislikes. Valuing your community entails knowing its language and customs, and the leaders who foster group cohesiveness. Differences within communities are advantageous. They encourage us to better understand races, cultures, and traditions. Appreciating one another motivates the entire community to focus on achievement for all.
You all have heard the saying, “know thy self,” and understand its importance. Now you understand the importance of knowing your community. Ask, “What similarities do I share that may help me know more about the community in which I work and live?”

We spoke of communities sharing similarities, such as people going to the same restaurants, watching the same movies, and supporting the same sports teams. What happens when community members become disgruntled and upset over an issue? What is the focus of their complaints? What trigger points cause demonstrations or riots? Some groups protest about cultural or national origin issues. Other groups picket because of environmental issues. Still others want the city council to hear their pleas for educational reform. Let’s examine the emotional nature of groups within the community.

### Examples/Demonstration

#### Exercise 2

**[Instructor Information]**

In this exercise, students practice respectful behavior and use interpersonal skills while discussing stereotypes.

Ask students to count off 1, 2, 3, 4. Tell students who have the number 1 to form groups with those who have the number 3. Tell students with the number 2 to join those with the number 4. Instruct each group to discuss the questions and list their answers. Ask each group to choose a recorder and a reporter.

Answers given are suggestions. You and your students may have other answers.

1. **A crowd is gathering with the intent to demonstrate and has secured a permit to march in front of city hall. A leader’s speech fills the crowd with rage. How should law enforcement respond?**

   Answers will vary.

2. **The more community members know each other, the more they respect each other’s traditions. Do you agree or disagree? Describe situations that you know about or have read about or seen in movies.**

   Yes. Familiarity eliminates bias. People understand, “Yes, they are like me.”

3. **You see an officer who, on the sly, always “accidentally” pushes suspects brought to jail. What do you think? Describe how you will handle the situation.**
The harassing officer has limited knowledge and lacks kindness.
The harasser is oppressive.

4. Do you think that learning about people of different cultures and sexual orientation is important? Describe ways to learn more about national origin or other languages and traditions.

Yes, the more we work together for community, the stronger and wiser our communities and nation.

5. A citizen complains of harassment, specifically racial profiling. Can you give examples that help explain officer behavior? Describe how you would handle the situation. Describe examples of situations that you know about or have read about or seen in movies. Describe what happened to the subject and the victim.

An officer behaves inappropriately, making judgments based on a citizen’s personal characteristics. He pulls over a driver who
- is a teenager
- looks foreign
- drives an old, beat-up car in an expensive residential area
- is still out at 0300 hours

The officer behaves inappropriately, making judgments based on the citizen’s race.
- The officer puts her hand on her weapon when she approaches people who are not of her race.
- The officer keeps her hand off her weapon when she approaches people of her race.

6. What can you do to foster greater acceptance of all cultures?

Learn more about other cultures, traditions, races, religions, and so on.
Be open-minded.
Realize the impact of gossip or rumors.
Help enforce a zero-tolerance policy.
Omit behavior that others could consider sexual harassment.
Report harassment and actions based on prejudice.
Encourage others to gain a greater acceptance of all cultures.
New Information

[Instructor Information]

Use the following information as a summary. You may wish to use current events to illustrate how an officer responds.

[Provide the following information.]

Summary

Let’s summarize the information previously presented:

- Officers must mentally prepare for gathering information and facts and apply verbal and nonverbal skills for the appropriate response to people and situations.
- Omit using stereotypes or labels whether or not they are positive or negative. Students should remember this as they evaluate their perceptions and assumptions.
- Words and gestures have different meanings in different cultures.
- Self-control helps officers suppress emotional reactions to people whose characteristics differ from their own. Avoid reacting to people and situations based upon your emotional “trigger point.”
- Officers’ respect for their agencies is important. They uphold their agencies’ policies and procedures, and the laws that protect and serve the public.
- Coworkers within an agency function as a team to accomplish many necessary criminal justice tasks. The team works best when coworkers respect each other.

Ask
What are some ways that an agency can encourage teamwork and help prevent officer misconduct?

Answer

Answers may vary.

An agency that vigilantly applies policy and procedure in a fair and impartial manner serves the officers and employees of the agency. Policy and procedures help officers and employees know what is expected and how to apply the rules. When people know what is important to the agency, they want to do a good job and serve the community.
Response Strategies

Some response strategies maximize a situation’s outcome. An officer can apply verbal and nonverbal skill to respond professionally:

- Try to understand what the other person is saying.
- Do not become irritated when you think a person’s comment is harassment:
  - Ask for clarification to avoid misunderstanding.
  - Check your interpretation of what you heard (what was said). That eliminates “filtering” of your perception of what the person said.
  - Determine if you are prejudging the person’s nonverbal behavior. Compare nonverbal gestures to what the person says.
- Take time before you respond. Plan what you will say.
- If you were in a similar situation in the past, recall how you handled it. If you handled it successfully, use the same approach. If your efforts failed, respond differently.
- As part of your continuing training, rehearse various scenarios for the appropriate response.

Officer Response to Another Officer

An officer who is being sexually harassed can apply verbal and nonverbal skills to respond professionally. Let the officer know that his or her comments and actions are not welcome. Speak assertively. Clearly state that you want the behavior to stop. Suggestions for communicating with the harasser follow:

- Review the situation to make sure you correctly perceived the harassment.
- Recall the suggestions just discussed for responding professionally.
- Plan your response. Recall situations that require you to be verbally assertive or aggressive.
- If needed, plan and practice saying no.
- Think about your tone of voice. If necessary, practice speaking. Modulate your voice so it sounds professional, not blaming or judgmental.
- Rehearse the situation and plan to make your point successfully. Tell yourself, “I can handle the situation because I have the skills to respond.”
- Rehearse in your mind or with a friend. Create and answer what-if questions about what might happen if you state your opinion.
- Assert your position: You resent being sexually harassed.
• Make it clear that you want the words and behavior to stop. State that what the person says or does offends you. This lets the other person know that you will take the matter to court, if necessary.

• If you decide to challenge the person, prepare for possible outcomes. Be ready to carry out your plans.

• Know that possible results of conflict include losing a promotion or your job.

• The positive result is that you stood up for your rights.

### Examples/Demonstration

#### Exercise 3

[Instructor Information]

In this exercise, students practice respect and interpersonal skills while discussing stereotypes.

Ask students to count off 1, 2, 3, 4. Tell students to form groups of four. Students who have the number 1 form groups with those who have the number 3. Tell students with the number 2 to join with the number 4 students. Ask each group to choose a recorder and a reporter. Instruct each group to discuss the scenarios and list answers. Ask each group to choose a recorder and a reporter.

Answers given are suggestions. You and your students may have other answers

[Provide the following information.]  

Use verbal and nonverbal communication skills to answer the questions. To evaluate your discussions you may use information in the earlier section, “Response Strategies.”

#### Scenario 1

You are downtown, walking on the sidewalk behind a man. The two of you are the only people on that side of the street. The man turns and starts yelling at you. His voice is loud and hostile. “You never help when I need you. All you do is eat doughnuts! I never get any help with drug dealers who are always in front of my house. You never help!”

1. **How do you respond? Discuss the following.**

   • How will you evaluate your emotional reaction to what the man says?
Community Relations and Officer Safety

What is your evaluation and perception of what the man’s nonverbal language demonstrates?

Do you want to verbally challenge the man? Describe your verbal and nonverbal actions.

Scenario 2

As you sit in your patrol car, an elderly man approaches. In a soft voice he asks for directions. You have difficulty understanding him and realize his national origin differs from yours. You get out of your car to show him what he needs to do. “Take the first left, then go to the next stoplight…” Suddenly, the man is enraged. He starts hitting you and yelling about foreign policy. Because of you, his sister cannot come to America.

2. How do you respond? Discuss the following.

- How will you evaluate your emotional reaction to what the man says?
- What is your evaluation and perception of what the man’s nonverbal language demonstrates?
- Do you want to verbally challenge the man? Describe your verbal and nonverbal actions.

Scenario 3

Your assignment is to help control a hostile demonstration in an unsafe part of town. Demonstrators’ tactics range from yelling at officers to throwing paint on them. You prepare for the professional activities ahead. Then you assume your position to guard the area in front of the bank. A protester throws ice at you.

3. How do you respond? Discuss the following.

- How will you evaluate your emotional reaction to the protester’s action?
- What is your evaluation and perception of what the protester’s nonverbal language demonstrates?
- Do you want to verbally challenge the protester? Describe your verbal and nonverbal actions.

Scenario 4

You are new to your job. Your supervisor visited your office several times during the last week. He brings with him a file folder that contains a magazine. He makes comments under his breath about “good looking girls” and says, “Wow, you should see this body!” You suspect the pictures are of nude women.
Today, he comes to your office and confirms your suspicions. He shows you the magazine and laughs at your astonishment. You return to working at your computer. Again, he makes comments about his pictures.

4. **How do you respond? Discuss the following.**

- How will you evaluate your emotional reaction to what your supervisor says?

- What is your evaluation and perception of what your supervisor’s nonverbal language demonstrates?

- Do you want to verbally challenge your supervisor? Describe your verbal and nonverbal actions.

- Will you ask your supervisor to stop or laugh it off as part of the job?

**Scenario 5**

You are by the water cooler near the snack machine. Two officers who work in another part of the building stand near the snack machine. They laugh and make gestures that mimic a person. That person is your friend. The officers use her first and last name. They make fun of her disability. You also hear their demeaning statements and racial name-calling. They claim no one of her race can do anything. They wonder how she got promoted. They laugh some more and say that her sexual orientation got her the promotion. Besides, she’s from another country.

5. **How do you respond? Discuss the following.**

- How will you evaluate your emotional reaction to what the officers say?

- What is your evaluation and perception of what the officers’ nonverbal language demonstrates?

- Do you want to verbally challenge the officers? Describe your verbal and nonverbal actions.

- Will you ask the officers to stop or laugh it off as part of the job?

**Scenario 6**

Your supervisor asks you to serve on a task force. Its purpose is to promote human rights advancement for the Mayor’s Community Initiative. The group meets during work hours. The committee wants to develop ways to encourage five sharply divided cultures in the community to work together.

6. **How do you respond? Discuss the following.**
• How will you evaluate your emotional reaction to what your supervisor asks?

• What is your evaluation and perception of what your supervisor’s nonverbal language demonstrates?

• Do you want to verbally challenge your supervisor? Describe your verbal and nonverbal actions.

Scenario 7

You agree to serve on the Mayor’s Community Initiative. What two recommendations do you present? Describe your suggestions for encouraging the five cultural groups to work together. Money and resources are available to fund any project you suggest.

7. How do you respond? Discuss what you will propose and how it will benefit the cultural groups in the community.

Summary and Closing

[Provide the following information.]

Eleanor Roosevelt said, “For it isn’t enough to talk about peace. One must believe in it. And it isn’t enough to believe in it. One must work at it.”

Martin Luther King, Jr., eloquently stated, “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”

Valuing equality, life, liberty, and the pursuit of happiness is an important American concept. An officer is sometimes a community’s only visible and familiar link to government. An officer’s behavior—good or bad—often sets the tone for citizen involvement. Therefore, an officer’s interaction with community members must be positive and helpful. When citizens need help, do not say, “It’s not my job.” As officers, you will be partners in the community. Your responses show your professional job responsibilities. Your response reflects officer safety and citizen respect.
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Student Workbook
CJK_0272 (G)—Human Interaction: Interpersonal Communication Skills
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# Table of Contents

Copyright Information ................................................................. ii
Disclaimer ....................................................................................... ii
Acknowledgments .......................................................................... iii
Table of Contents .......................................................................... iv
Summary ......................................................................................... v

- Lesson 1 Officer Attitude and Safety
- Lesson 2 Teamwork for Officer Safety
- Lesson 3 Officer Response and Safety
- Lesson 4 Community Relations and Officer Safety
Summary

Instructional Goal: To identify the professional response in working within a diverse community

Structure of Unit: 4 lessons

Total Estimated Time: 8 Hours

Competency Areas Included:
Application of defensive tactics
Application of Florida statutes
Communication (verbal and nonverbal)
Community-oriented policing
Conflict management
Crisis management
Diversity
Ethics
First responder
Human relations
Interpersonal skills
Investigations
Note taking
Officer safety
Planning
Problem solving
Professionalism
Report writing
Stress management
Working with community resources
Lesson 1  Officer Attitude and Safety

Objectives

IN030.3.A.1. Given a situation, identify that the community expects the officer to uphold the legal rights of citizens and visitors without bias.

IN030.10. Given a situation, identify your responsibility to know the culture and tradition of the community you serve.

IN030.3.A.5. Given a statement, define community.

IN030.1.C. Given a situation, identify that respect is important for an officer’s personal and professional behavior.

IN030.4.A. Given a situation, identify how an officer’s response can be influenced by thoughts.

IN030.1.A.2. Given a request, define self talk.

IN030.1.B.1. Given a request, define self-control.

IN030.1.A.1. Given a situation, identify that positive self talk messages may influence your respect for others.

IN030.1.A. Given a situation, describe self-control using self talk as a strategy.

IN030.4.A.1. Given a situation, identify that an officer’s response is influenced by verbal and nonverbal actions.

IN030.11.B. Given a situation, identify that verbal communication may have different meanings that are insensitive to a person or group.

IN030.11.B.1. Given a situation, identify the role that (speed/tone/inflection) convey in verbal communication.

IN030.4.A.3. Given a situation, identify that emotional trigger points may influence behavior.

IN030.1.B. Given a situation, identify officer behavior where self-control was demonstrated.

IN030.4.A.2. Given a situation, identify that an officer’s response is influenced by self-control of emotions.

IN030.11.A. Given a situation, identify the role that appearance has in nonverbal communication.
IN030.11. Given a situation, identify that nonverbal communication may have different cultural meanings.

IN030.13. Given statements regarding human interaction, identify the most accurate.

IN030.14. Given a situation involving human interaction, identify the most likely outcome.

**Briefing**

Module 1, Unit 4, Lesson 1 (Defining Values and Ethics), defines *professionalism* as

...behavior and attitude patterns that follow standards and show character, marked by pride in oneself and one’s career. Professional behavior includes showing respect for the people you serve and commitment to continually developing skills in the pursuit of excellence. Professionalism is your attitude about your job. You show professionalism by doing it well and making ethical decisions regarding citizens and fellow officers daily.

We build our professionalism by respecting diversity in our communities.

In this lesson we also learn more about the verbal and nonverbal skills as discussed in Module 1, Unit 5 (Communication and Interpersonal Skills). Lesson 1 (Introduction to Communication) defines *interpersonal skill* as

...cooperative in nature. It is defined as the exchange of a message between a sender and a receiver. The purpose of communication is to facilitate a primary function of interacting with others or to cause some kind of action.

**Some Training Guidelines**

- Maintain confidentiality.
- Do not take others’ negative attitude or remarks personally.
- Be open to learning or improving interpersonal skills.
- Be open and honest but always respectful in your discussions.

The focus of this unit on human interaction is on the importance of unbiased responses. It builds upon your interpersonal skills, specifically your behavior toward citizens and other officers. For example, human interaction takes place between you (the officers) and the people you work with and serve in the community. Others see your behavior while you are on the job and when you are off duty, for example, using communication skills to answer a victim’s question provides useful information and conveys your professionalism by the respectful way you speak and act.

**The information in this unit may save your life!**

Behavior and professionalism in dealing with community members are as important as proficiency in using a weapon and defensive tactics. A bullet or well-placed defensive strike may cause serious
bodily harm. A slur or disparaging comment can inflict serious emotional harm to the person who receives it. It also undermines the reputation of the person who delivers it. It can incite negative behavior that escalates into a threatening situation.

An officer who inappropriately fires a bullet or strikes defensively may face a citizen’s complaint of brutality. At stake is liability for the officer and the agency. An officer’s unprofessional or inappropriate verbal and nonverbal behavior also has consequences. It may form the basis for a harassment complaint or result in an officer’s decertification.

Each day, Florida citizens and visitors expect safety and security as they go to work, travel around the state, and enjoy the many activities in their communities. The importance of your jobs as officers strengthens the sense of well-being for us all. We strengthen the entire community when we help it become a better place to live, work, and play.

You are a valuable link in making the community a more secure and protected area for the people you serve. By servicing all people in your community, you advance the dignity of all people. In this way you maximize opportunities to provide good law enforcement, correctional, and correctional probation services. The community expects officers to uphold the legal rights of citizens and visitors without bias. Diplomacy and respect welcome those who visit from other states and countries.

The more you study and understand cultural traditions and the people who live in your community, the safer the area becomes for officers, citizens, and visitors. Your understanding of other cultures, languages, and communication styles helps increase communication and understanding within your workplace and the citizens you serve.

Your task is to educate yourself about the different cultures in the community you serve. How can you learn about your community? You may refer to resources like your agency’s policies and procedures manual. You can talk with other officers and coworkers about different populations in your community. The more you know about your patrol area, the institution where you work, and the individuals you supervise, the greater your job achievement and safety.

*Community* refers to the people and the location comprising the neighborhood, institutional setting, and workplace (law enforcement, correctional, or correctional probation agency), that is, the areas where an officer lives or works.

As described in Module 1, Unit 5, Lesson 1 (Introduction to Communication), the essential elements of interpersonal communication skills include positive interaction between two or more people and depend on good interpersonal communication skills. For example, project a positive self-image—when you feel comfortable expressing yourself, you project a positive self-image. The way others see you often depends on how you see yourself. If you cannot envision yourself as a positive contributor and appreciate your capabilities, you limit your ability to reach your full potential. Concentrate on ways to nurture your inner self. Tell yourself you are a contributor, an important team member, and a winner. Thinking positively steers you in the right direction.
An officer who maintains a positive attitude may find displaying personal confidence easier. Personal confidence offers an advantage: it increases the effectiveness of your interpersonal skills. Your ability to care for yourself with respect and take pride in your job help you, in turn, give others consideration and respect. Respect is important personal and professional behavior.

Your actions and the way you respond to others are influenced by

- your mental thoughts and your thought process
- your verbal and nonverbal communication skills
- the way you handle your personal emotions

Recall from our discussion in Module 1, Unit 4, Lesson 1 (Defining Values and Ethics) that “Values are various beliefs and attitudes that determine how a person actually behaves. Principles are the rules governing our behavior. Professionalism is a behavior pattern.”

Strategies and Self-Talk

Your thoughts include your values, your knowledge of your job, and knowledge of everyday life. As you think, you constantly evaluate the world around you. This evaluation process is often called self-talk.

Self-talk messages are a continual internal monologue in which you tell yourself what goes on around you. Your description includes thoughts based on assumptions, perceptions, and facts, both positive and negative. It also allows you to review the points in favor of starting an action or avoiding an action.

When you begin to learn a new skill, you are very aware that you must think about and repetitively perform the actions it involves. Later, your actions become almost automatic. That gives you a mental advantage that helps you think about what to say and do before you speak and act. Take, for example, a baseball player who comes to bat. The batter reviews the proper stance, holding the bat at just the right angle and height, relaxing, focusing on the ball, and swinging to hit it. Repeating these steps for taking the proper swing prepares the batter. Repetitive practice allows the hitter to take the best swing possible.

Just as a ball player can hone his or her batting skills, you can polish your respectful behavior daily as you do your jobs. The same respectful behavior towards others is also important when you are off duty. Your behavior toward and respect for cultures and traditions different from yours reflects your professionalism.

Self-talk messages may help you size up a situation. They enable you to assess the problem at hand and review alternatives for handling it. Self-talk is a means to keep our thoughts, verbal and nonverbal communications, and emotional responses in check and on track to complete the task. It also helps you manage stress in professional and personal situations.

As you self-talk,

- Think through the professional response.
Recall skills and information you received during training.

- Apply agency policy and procedures

Attitudes

Self-talk can benefit you as a criminal justice professional. Use it as a method to control yourself and ultimately help control situations. Self-control means you believe that you can control your actions and help influence what goes on around you. Self-talk messages are not empty words. They truly reflect your confidence in your abilities.

Your thoughts contribute to influencing your actions. So do your values. Consider professionalism as doing the right thing no matter who is looking or whose back is turned. Your values help define your character and behavior.

What makes you the way you are? It is your training, education, and traditions. Your beliefs and values also help establish your attitudes toward—and perhaps your level of respect for—a person, group, or event. Attitudes can be positive or negative. Positive self-talk messages help influence your respect for others. With a positive attitude, you view yourself as valuable to society. Self-discipline helps you control your negative thoughts and attitudes so you continue to act professionally.

Self-control and appropriate self-talk lets you focus on a strategy and a response needed to handle the situation. If you let yourself think in a way that demeans a person or group, your reaction may reflect a negative oppressive behavior. In order to maintain a professional response, use positive self-talk messages to help influence your respect for others. Suppose you meet a person whose national origin differs from yours. The person may ask for directions around the city or provide valuable victim information. A respectful response conveys a professional message to others.

Positive self-talk messages are useful in goal setting and planning. Let’s visit the baseball player again. Realize that hitting the ball is just one objective. However, the batter has others: hitting the ball long and running all the bases. Meeting these combined objectives adds up to a home run and puts a point on the scoreboard.

Verbal and Nonverbal Communication

Using verbal and nonverbal skills to communicate clearly is important. Others use signals you provide to interpret your meaning. Verbal and nonverbal responses—for example, the tone of your voice—affect the meaning of your words. This influences others. The safety issue here is that you do not want the negative actions of others to influence you. Thus, you plan your response based on the situation at hand.

How many times has someone said something that upset you? The other person’s tone of voice, inflection, or choice of words made you angry. Then later you realize that what you said or did you now regret. You know the expression, “It wasn’t what he or she said, but the way he or she said it.” Also, using insensitive words—*dumb blonde*, for instance—may cause anger. Thus, verbal communication may have different meanings that are insensitive to a person or group.
Remember, the way you communicate verbally and nonverbally affects the response you receive. The role of verbal communication (speed/tone/inflection) is important in conveying the information correctly.

**Emotional Influences**

Every day, you hear and see advertising. It gets your attention and makes an emotional appeal. Its purpose is to persuade you to take some action or buy a particular product. Rage and aggravation are an extreme type of emotional persuasions. Their source may be a situation that is simply irritating. Whether irritation turns to frustration and anger depends on how much control a person takes over his or her emotions and the situation.

You may already know how to look steady and speak calmly when facing frustrating situations. Some people experience these situations as a roller coaster ride. They become physically and obviously tense. Their tone of voice rises and their speech speeds up.

An aggravating event may hit your trigger point of emotional anger or put your rage in gear. Words or actions may tempt you to react without duly considering the correct personal or professional response. You may blow up or say something you later regret. Do not let anyone cause you to have a knee jerk reaction. Be aware and in control of your thoughts, emotions, and verbal and nonverbal communication. This awareness and demonstrated composure lets you and others know you have self-control.

**Self-control**

Self-control techniques are tools you can use to evaluate the situation at hand. These techniques help you stay strong even under emotional influences. The individuals you serve may get mad at you. They may say disrespectful and aggressive words to you. They are reacting to your badge, not to you personally. In complex situations, people become frustrated or sad. They vent their emotions on you. They become angry at what your badge represents. It is important that you do not take their lack of self-control personally. Do not think that everyone is out to get you. Your professional attitude and behavior show that you have control. Your verbal and nonverbal responses provide direction and service.

**Know Yourself**

When you know yourself, you know your own strengths and weakness, likes and dislikes. One ancient Chinese leader stated that you must know yourself in order to defeat your enemies. Assessing and overcoming your weakness are especially important in achieving self-control. Likewise, it is imperative that you know your tolerance for pain or anger.

Everyone has emotional triggers because we are sensitive to people and the traditions we value. These include our good name, self-respect, pride in our heritage, and other personal beliefs. You must be able to assess your trigger points and learn ways to control your emotions. Take time to identify your emotional triggers. One way to stay calm is to know what triggers your interests, what you like, and what you dislike.
Emotional triggers are officer safety issues. Become aware of what irritates you, and exercise self-control over your behavior. Do not react emotionally to situations. Instead think, then use verbal and nonverbal skills to respond professionally. Your behavior shows that you are in control. Others will see your professional response as calm, cool, and collected. When you respond to a situation with appropriate verbal and nonverbal skills, your behavior shows that you can stay in control. You will be aware that words stated by others do not force you to make bad judgments. Thus, your professional actions will demonstrate a calm, cool, and collected response.

Controlling your behavior is a crucial element of professionalism. Remember, when you are in public, people may just see and react to your uniform—not you, the person in the uniform. The more strategies you develop to control your anger and emotions, the more time you have to plan and apply your response to a situation. An officer’s response is influenced by self-control of emotions.

You can address anger or frustration in several ways:

- Show you anger by venting and fuming.
- Repress you anger by minimizing it. (Later it may reach the boiling point, especially if you react to an emotional trigger point.)
- Learn skills to control and manage your behavior.

The choice is obvious: learn skills to control and manage your behavior and emotions. That is a key to an officer’s attitude.

- Certain situations or people may be unavoidable. You can, however, learn to manage your response to them. Practice self-control skills daily. When you need to stay calm, you can automatically apply the techniques.
- Evaluate whether you are angry with a person or angry about an event.
- You can learn and practice behavior that helps you control your inner self-talk and your actions.
- First think about your response; then act.
- Speak in a set rhythm, tone, or volume.
- Use neutral words—avoid emotionally loaded words. Choosing words that are another’s emotional trigger point may escalate a situation.
- Use self-talk strategies. Tell yourself to calm down so you can think clearly.
- Try to relax. Using techniques like deep breathing and relaxing imagery help you calm down.
- Recall your agency’s policy and procedures concerning backup.
- If you have the option to remove yourself from a situation that comes too close to your trigger point, use that option.
- Each time you successfully plan a positive approach to handle anger, you improve and develop your sense of control.
• Your continued confidence and self-control lets others see your leadership and direction, not your anger.

• When you can control your emotions, you can set realistic goals for success.

• Managing your emotions results in greater personal and professional accomplishments.

• If you realize that you need special training in anger management, in interacting with people whose behavior aggravates you, or similar skill, seek additional help.

• Managing your self-control may help you be healthier. It may provide an overall health benefit by helping keep your blood pressure in check.

Often, people form an impression of someone within seconds of the initial introduction. Some characteristics of a person may be described by height, weight, and age. Some identifying characteristics may include that the person has a broken front tooth, thinning hair, or some other unique feature.

Your professional appearance may influence another person’s behavior. Positive first impressions help convince another person to take you seriously. Research shows that people size each other up within the first 15 to 30 seconds as an initial impression of what they think of you. Your appearance, body language, word choices, what you say, and how you say it all contribute to a first impression. If your job requires that you wear a uniform, make sure it is clean and appropriately pressed. Are your shoes polished and presentable? Do you look well groomed?

What nonverbal messages do people send with eye contact, a smile, a handshake, and other personal gestures?

Officers who know their work areas understand the cultural groups they work with and serve. Nonverbal communication may have different meanings that are insensitive to a person or group. In some cultures, eye contact is unusual and insensitive. In others, looking a person in the eye shows honesty, trust, or intimacy. In still others, the distance you place between yourself and others is telling. People judge the way you stand, walk, and move. Proper posture tells whether you are confident and have a sense of your job’s purpose. The key to understanding different cultures is to know others’ traditions.

What do others share when they describe their first impression of you?

• your total appearance
• your choice of words
• what you say
• how you deliver your message

For example, a study at the University of Pennsylvania asked students to rate their understanding of a topic based on their opinion of the speaker’s presentation.
They rated the communication for

- meaning
- verbal
- nonverbal skills

Findings showed that about half of the communication relied on body language; about a third was influenced by verbal tone, volume, and so on. Meaning was less influential.

What does the study mean for your message and how it affects human interaction?

- Combine clear verbal information and direction with appropriate body language.
- Recall that we spoke about pitch, or the tone, intonation, and inflection of words. The way another person hears what you say sometimes depends on how you speak.

The person with whom you are interacting may respond based on his or her interpretation of what you said, and their level of understanding and mental ability. It helps you know if the other person understood what you said. That is why evaluating their response, the feedback, is important.

What are some ways you can gain feedback?

- Ask questions to determine if the person understands you.
- Look for facial expressions that show agreement or confusion.
- Watch gestures, such as shrugging the shoulders.

The more you understand about the clues another person gives, the greater your ability to communicate and choose appropriate words.

Each time you succeed in dealing with others, you increase your awareness of your ability to complete a job. Of personal value to you then is understanding that you can evaluate your attitude and your verbal and nonverbal skills with members of your community. This understanding is important to your employment and safety. You never know if someone is testing to see if you will lose your cool! Thus, respect is important even when you handcuff a suspect.

Your willingness to do your job ethically and fairly is part of your professionalism. Being able to get the job done also mirrors readiness to take responsibility and persistence. Additionally, self-worth helps you set courses of action as you face various situations that require you to make judgments and decisions. You assess others’ actions, analyze the facts of a situation, and act on your decision.

**Exercise 1**

Take five minutes to conduct an interview of another student. Take another five minutes to prepare your introduction of that student.

Name ________________________________________________________
Officer Attitude and Safety
Student Workbook/Lesson 1

Place of birth (city and state) ________________________________

Attended high school in what city and state ____________________

Given enough money and time to travel for a vacation, what location would you choose?
________________________________________________________________

Favorite food ________________________________________________

Favorite sport or hobby _________________________________________

**Exercise 2**

1. **Should an officer show the same respect for visitors and citizens whose cultural heredity differs from his or her own?**

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

2. **What are characteristics of a professional?** (List 10 or more characteristics.)

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

3. **Are there professionals in the criminal justice system?**
4. Do you agree that an officer is responsible for his or her professional behavior 24–7? Why?

5. As an officer, are you responsible for respecting cultural traditions of community members?

6. Suppose you are in a country other than America. Someone commits a crime against you. For example, you are a tourist, a thief steals your camera, and no one speaks your language. How do you react? How do you want to be treated?

7. As an officer, discuss ways to respond professionally to a victim of a crime who does not speak your language.
8. Do you know someone who visited another country, did not speak the language of that country, and needed help with directions or other information? What problems, if any, did the person encounter? If you do not personally know of any incidents, tell what you have read or seen in movies or television shows about such incidents.


9. Why is it important for an officer to know about other cultures?


10. Name some characteristics all people value. (Name at least 10 characteristics people value.)


11. What are some leadership traits that successful officers display? (Name at least 4 leadership traits.)
12. Compared to other professionals, what level of performance standards must officers maintain? Are these standards higher or lower than those of other professionals?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

13. What is your professional role and responsibility to the community? (Name at least 10 areas of officer responsibility.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Exercise 3

1. Describe a situation in which a person reacted emotionally to a trigger point and lost his or her cool. (You may choose situations from movies, television shows, personal experiences, and so on.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2. What is the advantage of knowing your emotional trigger points?

3. What are examples or strategies for maintaining a professional attitude without reacting to emotional triggers?

4. Describe a situation in which someone maintained self-control in the face of adversity.

**Exercise 4**

This group activity is to discuss various responses to situations.

1. What criteria do you use to make decisions and judgments?
2. Do you believe that as an officer you can influence events?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Do you think ego and attitude affect your job performance?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Why is projecting a positive self-image important?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. What place does laughter and humor have in balancing your professional and personal life?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
6. What verbal and nonverbal skills can help in the following officer interaction?

You are walking along the street, and a visitor asks for directions. She cannot speak English. She shows you a city map and points to the store she wants to find. How do you respond to the situation?

7. What verbal and nonverbal skills can help in the following officer interaction?

You are dispatched to what is described as a student gathering. When you arrive you learn that the students do not speak English, and do not understand your statements. What is your response?

8. What verbal and nonverbal skills can help in the following officer interaction?

Create another scenario in which you rehearse some verbal and nonverbal skills to prepare for an assignment. What is your response?
9. Discuss the following scenario.

Officer Green is providing traffic control at the busy intersection in front of the courthouse. Six individuals in their mid-twenties approach the intersection and start to cross the street. Several of them begin jumping up and down for no apparent reason.

The disturbance annoys Officer Green. He fails to focus on providing reliable traffic control, turning his attention to the individuals’ aggravating behavior. He sees them running around in circles and jumping left and right. He hears three of the individuals yelling loudly. After he shouts at them, one word leads to another. Officer Green cannot concentrate on planning the appropriate response, respecting the individuals’ dignity, and addressing safety issues.

Describe situations that may develop from this scenario.
What may be consequences of Officer Green’s failure to keep focused?

Summary and Closing

This lesson discusses interpersonal skills that help you successfully work with other members of your agency and the public. The more you enhance your interpersonal skills and manage your thoughts, your verbal and nonverbal skills, and emotional responses in your personal life, the more these strategies help you become an effective officer and valued member of your agency.

The next lesson builds upon your professional response as an officer and team member of your agency.

Next Lesson Assignment

Read the following at the beginning of Lesson 2 in your Student Workbooks:

Civil Rights Act of 1964, Title VII
42 U.S.C. Sec.2000e-2(a), (b)
Equal Employment Opportunity

42 U.S.C. Sec. 2000e-4(a)
Equal Employment Opportunity Commission
Lesson 2  Teamwork for Officer Safety

Pre-Lesson Assignment

Read the following:

Civil Rights Act of 1964, Title VII
42 U.S.C. Sec.2000e-2(a), (b)
Equal Employment Opportunity
   (a) It shall be an unlawful employment practice for an employer—

   (1) to fail or refuse to hire or to discharge any individual, or otherwise to
discriminate against any individual with respect to his compensation, terms,
conditions, or privileges of employment, because of such individual’s race, color,
religion, sex, or national origin, or

   (2) to limit, segregate, or classify his employees or applicants for employment in any
way which would deprive or tend to deprive any individual of employment
opportunities or otherwise adversely affect his status as an employee, because of
such individual’s race, color, religion, sex, or national origin.

   (b) It shall be an unlawful employment practice for an employment agency to fail or refuse to
refer for employment, or otherwise to discriminate against, any individual because of his race,
color, religion, sex, or national origin, or to classify or refer for employment any individual on
the basis of his race, color, religion, sex, or national origin.

42 U.S.C. Sec.2000e-4(a)
Equal Employment Opportunity Commission

   (a) There is hereby created a Commission to be known as the Equal Employment Opportunity
Commission, which shall be composed of five members, not more than three of whom shall be
members of the same political party, who shall be appointed by the President by and with the
advice and consent of the Senate for a term of five years.

Objectives

IN030.7.A.4. Given the Title VII of the Civil Rights Act of 1964, identify sexual harassment is a form
of sex discrimination.

IN030.10.A.1. Given a situation, identify that avoiding stereotypes may increase officer safety.

IN030.10.A.2. Given a request, discuss that stereotypes may be based on bias.
IN030.10.A. Given a situation, identify that personal perceptions of other’s cultures and traditions may change with experience and understanding.

IN030.7.A. Given a situation, identify harassment.

IN030.7.A.2. Given a situation, define quid pro quo.

IN030.7.A.1. Given a situation, define hostile work environment.

IN030.7.A.3. Given a situation, define sexual harassment.

IN030.7.A.5. Given a request, identify a possible way to avoid harassment.

IN030.2.B. Given a situation, identify that an agency may be liable as a result of an officer’s sexual harassment.

IN030.2. Given a situation, identify possible consequences of your behavior.

IN030.2.B.1. Given a situation involving bias, identify how other officers perceive your behavior.

IN030.7. Given a situation, identify officer liability and likely decertification based upon officer sexual harassment.

IN030.5. Given a situation, identify how a diverse workplace strengthens the agency and improves community relations.

IN030.5.A. Given a situation, identify that different cultures and traditions strengthen the expertise of an agency.

IN030.4. Given a situation, identify that an officer’s respect for teamwork maximizes the desired outcome.

IN030.4.B. Given a situation, identify disadvantages of poor teamwork.

IN030.4.C. Given a situation, identify that personal health awareness supports teamwork.

**Briefing**

During the discussions please remember to respect other students’ heritage and culture. As officers we are on the same team. We will share common goals working together in the future in our important professional jobs.

This lesson discusses what happens when either you or another person harasses. The several forms of harassment include sexual harassment, which turns the work environment hostile. It destroys teamwork and productivity.
NO stereotypes are good. Even positive stereotypes can damage and hurt. It is important for you the instructor to help your students understand that both positive and negative stereotypes are hurtful. Labeling people according to abilities or characteristics limits officers in obtaining information or helping a victim. A reason not to use stereotypes is that when you make a judgment of a person based upon generalizations, then you may block out valuable information and clues about the person and you may overlook a situational context that helps save your life.

Using stereotypes give characteristics to a group that does not fit some of its individuals. For example, not all little old ladies are good cooks—many do not like to cook. Not all teenagers love to dance. Some do not know how. Others are clumsy and embarrassed to dance. Both positive and negative stereotypes hurt because they categorize people according to abilities or characteristics. Most people can readily think of negative stereotypes. They rarely stop to think of positive information about a culture or race. In any case, neither positive nor negative stereotypes are acceptable. Stereotyping takes your attention away from gathering information about a person or situation. The ability to avoid using stereotypes is an officer safety tool.

Whether you work in a law enforcement agency, correctional institution, or with correctional probation officers in your community, showing your coworkers respect and integrity lets others see that you handle your job professionally. That is, you treat people with respect, regardless of their race, color, age, national origin, religion, economic status, or physical or mental disability.

An important point is to remember that the ability to avoid stereotypes is an officer safety tool.

When you stereotype, you treat people based on what may be a faulty assumption. When you allow stereotypes to guide your behavior, you respond unfairly and with prejudice. You open yourself to liability and a lost career.

The important point of the exercise you just completed is that even positive stereotypes may be a safety issue. Stereotyping the elderly as weak, timid, and harmless jeopardizes your safety and that of fellow officers. An elderly person may keep a can of pepper spray in a bag, a razorblade taped between his or her fingers, or a gun under the car’s seat. Be open minded. Do not let appearances give you a false sense of security.

- Stereotyping others by race, gender, ethnic group, and physical disabilities based on bias and misinformation of an individual or group is dangerous.

- Stereotyping takes your attention away from gathering information about a person or situation. In any case, neither positive nor negative stereotypes are acceptable.

- Thus, never allow a stereotype to affect your judgment or decision-making. Whatever prior negative dealings you had with the same race, gender, religion, etc., you need to leave it in the past and treat the individual with dignity and respect. A good officer learns from the past but never holds it against the next person.

If you tend to make snap judgments about people, be aware of this habit and review ways to understand more about the person or situation. Getting to know people as individuals takes more effort, but it can have a real impact on you and your understanding of other cultures. An effective strategy is to stop, think, then act:
Stop your automatic response.

Think of the person with whom you are interacting. He or she is a unique individual worthy of respect.

Act in a way that shows respect for that person’s dignity.

_Prejudice_ is a disliking of people who differ from you. This disliking may grow out of ideas you heard as you grew up. It may be a result of how other people treated you. Citizens or officers who act with prejudice intend to return anger to an individual or group representing a race or religion or having other characteristics. This type of behavior is destructive and invites civil liability.

One way to overcome prejudice is to take the time and effort to learn the facts of a person or situation. Facts and tolerance can balance a tendency of labeling others. Behavior changes begin when we are aware of other’s uniqueness and commit to tolerance of others. Other important ways to overcome prejudice are:

- refusing to go along with the crowd
- refusing to simply turn your head the other way and pretend not to see or hear

When you witness harassment and prejudice, speak out. Let others know that you do not approve of unprofessional behavior.

What actions can you take to learn more about other cultures and traditions?

Discrimination

_Discrimination_ is the action(s) a person takes to deprive another individual or group of a right because of prejudice involving color, national origin, race, religion, or sex.

Discrimination occurs because people choose to act on their prejudice. Each person has a right to live and work free from discrimination and prejudice. As officers, your job is to lawfully help protect others.

In the work environment, two types of harassment of a person or a group occur:

- _Quid pro quo_ is a Latin term that means “something for something in return.” Here’s an illustration of its meaning. A supervisor demands favors from an employee in return for allowing that employee to continue to work. An example of quid pro quo is a supervisor...
who sexually harasses a male or female employee. The employee believes that any complaint will result in job loss.

- In a hostile work environment lewd jokes or other offensive habits are part of the office culture. They annoy or humiliate a worker. That worker, however, does not complain. He or she believes complaining will result in job loss or worse.

There are several forms of harassment, including sexual harassment. Wherever harassment occurs, working conditions may become hostile.

Examples of harassment in the workplace or institution may include

- providing less support or on-the-job training to persons of a particular group, based on race or gender—For example, an employer limiting the ability to progress in training or on the job sets the stage for failure.
- regularly or exclusively assigning menial or demeaning tasks to a person because of characteristics such as national origin, race or age
- using characteristics such as age, race, or national origin to place people in jobs that provide no opportunity for progression, recognition, or increased responsibility
- purposely keeping critical information from a person because of race, age, sexual preference, or other characteristics—As a result, the person looks unprepared and uninformed to those who have influence.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment occurs when

- Submission to such conduct is either explicitly or implicitly a term or condition of a person’s job, pay, or career (quid pro quo harassment).
- Submission to or rejection of such conduct by a person is the basis for making career or employment decisions affecting that person (quid pro quo harassment).
- The purpose or effect of such conduct is to unreasonably interfere with a person’s performance or create an intimidating, hostile or offensive working environment.

As a form of sex discrimination, sexual harassment violates Title VII of the Civil Rights Act of 1964 and statutes of most states. It includes

- unwelcome sexual advances
- requests for sexual favors
- other verbal or physical conduct of a sexual nature

When harassment occurs, the person being offended should let the offender know his or her behavior is unwelcome. The offender must stop. In some cases, the person harassed may believe it more threatening to ask the offender to stop. In that case, the person should seek alternative ways to let upper
management know what is happening or seek outside help. Most agencies post a discrimination policy and offer training programs. Most agencies have information on how to report incidents. Some examples of sexual harassment behavior include verbal, nonverbal, and physical actions.

- **Verbal actions include**
  - sexual compliments
  - pressure for dates
  - ridicule with harsh sexual message
- **Nonverbal actions include**
  - facial gestures
  - pointing at nude pictures
  - suggestive body language
- **Physical actions include**
  - touching and brushing against another
  - hugging and patting
  - horse play
- **The harasser, as well as the victim, may be a woman or a man. The victim does not have to be of the opposite sex.**
- **The harasser can be**
  - the victim’s supervisor
  - an agent of the employer
  - a supervisor in another area
  - a coworker
  - a non-employee

The victim does not have to be the person harassed. The victim can be anyone affected by the offensive conduct.

Unlawful sexual harassment may occur without economically injuring or discharging the victim. The harasser’s conduct must be unwelcome.

**Filing a Complaint**

The victim should inform management of the harassment. He or she has the right to file a complaint with the EEOC or to obtain additional information from the agency’s personnel office. In addition, an officer or an agency may file a charge in another person’s behalf, in order to protect the victim’s identity.
The victim may be a third party. That is, two or more people may use insulting language or laugh at lewd jokes that offend someone who is not part of the conversation. The third party may make a complaint against the people engaging in the conversation or joke. More information is available on the Web site, http://www.eeoc.

Harassment that goes unaddressed at the agency level may cause officers to leave that agency. It may also result in citizens’ lawsuits against the officer and the agency.

Officers who are aware of harassing behavior and work to prevent it benefit their agencies. You may recall hearing jokes about an officer, a coworker, or a friend. Everyone, including the subject of the jokes laughed. However, disparaging jokes hurt. They are not funny to the person targeted. When you hear a joker explain, “I was just teasing,” know that teasing is a way to feel power over someone else. In fact, making fun of or teasing someone is a form of harassment. Even if the person teased jokes along, the subtle damage of harassment still has an effect. You must evaluate your statements to others and eliminate harassing remarks.

**Officer Liability**

What actions by an officer cause citizen complaints, or a supervisor to rate an officer poorly, or the Criminal Justice Standards and Training Commission to approve the officer’s decertification? What behavior by an officer causes a person to sue both the officer and the officer’s agency?

It is the biased behavior of an officer. His or her behavior is disappointing to other officers. They respond to that behavior with a feeling similar to grief.

The media review and assess officer conduct. The media now include individuals who own home video cameras and can instantly film all that happens. Those who capture unusual or interesting events happily help media professionals. Because it affects so many people, news of an officer’s betrayal of public trust spreads quickly and widely. The media’s description of the officer’s actions points out unethical behavior. That becomes a heavy burden on other officers, the agency, the officer’s family, and the community.

The Criminal Justice Standards and Training Commission conducts another review and evaluation of officer conduct. Its administrative review determines whether to decertify the officer. Types of cases the commission reviews range from falsification of records, to pornography, to sexual harassment. Although we discussed it earlier in the lesson, it may be beneficial to review the fact that harassment, sexual harassment, or having sex on the job is grounds for an officer’s decertification.

Let’s talk about some acts of misconduct that must be reported to the Commission.

For example, any of the following acts must be reported to the Commission:

- violation of §943.13(4), F.S.
- violations listed in Rule 11B-27.0011, F.A.C.
- acts that are felony offenses, whether criminally prosecuted or not—11B-27.0011(4) (a), F.A.C.
misdemeanor listed in Rule 11B-27.0011(4)(b), F.A.C.
acts listed as misdemeanor or criminal offenses, whether criminally prosecuted or not, such as:
- assault
- battery
- petit theft
- false reports or statements
- reckless display of a firearm
- discharging a firearm in public
- passing worthless checks
- prostitution or lewdness
- exposure of sexual organs
- driving or boating under the influence
- possession of cannabis less than 20 grams
- neglect or refusal to give aid

Some of the misdemeanor violations that must be reported are acts listed in Rule 11B-27.0011(4) (c) and (d), F.A.C., that constitute
- excessive use of force
- misuse of official position
- having an unprofessional relationship with an inmate, detainee, probationer, parolee, or community controllee
- sexual harassment
- sex on duty
- false statements during the employment application process
- subverting the State Officer Certification Exam
- testing positive for controlled substances

In summary, good officer conduct upholds integrity and values the community’s trust.

An officer who behaves unprofessionally—either on or off duty—is subject to civil liability and criminal arrest. Recall Unit 1 of this module. You read about the standards of behavior summarized in the officer’s Code of Ethics. In Lesson 1 of this unit, you described a professional’s work. One hallmark of a profession is its mechanisms for training and performance standards. Another is a disciplinary system that punishes offenders—even if they are colleagues.

The Florida Administrative Code (F.A.C), rule 11B-27.0011, Moral Character, includes the following section:
(4) For the purposes of the Criminal Justice Standards and Training Commission’s implementation of any of the penalties specified in Section 943.1395(6) or (7), F.S., a certified officer’s failure to maintain good moral character required by Section 943.13(7), F.S., is defined as:

(c) The perpetration by an officer of acts or conduct that constitute the following offenses:

(5) Engaging in sex while on duty or at any time the officer is acting under the color of authority as a Commission-certified criminal justice officer.

Rule 11B-27.005 (5) (c), F.A.C., sets penalties for sexual harassment that involves physical contact or misuse of position. Punishments range from probation of certification with training to suspension.

Who is responsible for reporting officer misconduct to the Commission?

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Someone accuses you of an act of misconduct, such as having sex on the job. The misconduct is a moral character violation. You resign. Will your agency conduct an internal investigation and send its findings to the Commission?

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Teamwork and the Community

A diverse workforce strengthens an organization. It brings a wealth of ideas and solutions to everyday problems. Various viewpoints and diversity bring an agency a wealth of experiences and expertise. An agency with a diverse workforce provides greater service to a diverse community. The community, in turn, recognizes that their friends and members of their families work in a criminal justice agency, or that they can support officers. Citizens feel greater ownership and the community recognizes its partnership with the agency. People are likely to say, “This is our agency. It represents us.”

Teamwork and good community relations offer specific advantages:

- The community observes the strength of teamwork within its agency.
- They increase safety of officers working in the community.
- They increase community satisfaction with the agency.
- They increase the amount of information and intelligence given to officers.
- They increase the amount of information given to help the criminal justice system.
• They increase job satisfaction among officers.
• They increase community involvement in the criminal justice system.
• They increase community awareness of criminal justice limitations.
• They increase positive interaction within the community and between the agency and the community.

What are some advantages when officers respect each member of the agency and support teamwork?

• It compromises officer safety.
• It compromises citizen safety.
• It decreases community involvement.
• It decreases information and intelligence coming into the agency.

Health Awareness

Team members rely on each other for safety and job knowledge. They share friendship and mentoring, and help during difficult times. Another important characteristic is being physically ready for your job each day. Many books and articles discuss healthy benefits associated with diet and exercise, among them

• Physical fitness helps in times of stress.
• Good cardiovascular training helps with self-control and breathing during stress. It may help you remain calm.

When you are prepared, you can better support your team.

Exercise 1

Over the years you probably heard good and positive comments about cultures and traditions. These comments noted certain characteristics in people or groups whose racial, religious, or cultural backgrounds differ from yours. Generalizing positive comments so they describe an entire group may be the result of what the media say and show.
Find three students with whom you have not worked recently. Form a working group. Review the list of nationalities or groups, and create a list of positive stereotypes for each. You have 10 minutes

**List two positive stereotypes that you have heard about these groups.**

Hispanics:
Blacks:
Whites:
Jews:
Asians:
Middle Easterners:
Italians:
Native Americans:
Women:
Men:
Muslims:
Teenagers:
Mexicans:
Homosexuals:
Vietnamese:
Elderly:

**Exercise 2**

Please read Scenario 1. Then we will discuss it as a class, and you will write the answers in your Student Workbook.

**Scenario 1**

On Friday morning, Sergeant Bill Fowler approaches Officer Fran Bell. He is her supervisor. In the past, he made unwelcome statements and took unsolicited actions toward Officer Bell. She let him know that she does not appreciate his remarks and actions. She is tired of his behavior. However, she needs the work and this is the only job currently available in her town. Today, Sergeant Fowler reaches out and grabs her. When she jerks away, he grabs her arm and says, “I see that your blouse is unbuttoned.” Officer Bell turns away, humiliated by his joke. Sergeant Fowler continues, “If I were chief, your uniform would be panties and a tank top.” Another male officer walks by and laughs. Officer Bell goes to her office.
The next day, Sergeant Fowler walks close to her, then stands next to her, and begins stroking her hair. Later as Officer Bell is leaving at the end of her shift, Sergeant Fowler grabs her. Even though Officer Bell loudly tells him to stop and forcefully pushes him away, Fowler hugs her intimately.

What aspects of sexual harassment does Scenario 1 describe?

What action can Officer Bell take against her supervisor and her agency?

After Officer Bell files the complaint, what action may her agency take?

What happens after the agency submits its review to the Criminal Justice Standards and Training Commission?

To work on scenarios 2–5:
1. Form groups of four. Work with students who have not been in your group before.
2. Choose a recorder and a reporter for your group.
3. Read each scenario.
4. Identify acts of harassment and sexual harassment, including sex on the job.
5. Predict each scenario’s outcome.
6. Prepare to explain your group’s answers to the class.

Please work in a group to complete Exercise 2. Then we will discuss it.

Sergeant Monica Casey begins to sexually harass Deputy Jefferson Williams. New to the sheriff’s office and on probation, Deputy Williams does not want to “stir the pot.” So he says nothing about the harassing language that Sergeant Casey uses to gain his attention. The sexual harassment starts as sexual looks and verbal advances. Then Sergeant Casey advances to inappropriate touching and fondling. She tells Deputy Williams that if he is interested in promotions, he must go out with her. Deputy Williams eventually complies and even has sex with Sergeant Casey. Eventually, the office relationship falls apart. Deputy Williams goes to the sheriff. He tells him about the situation and the activities Sergeant Casey ordered him to perform.

What are some harassment issues in Scenario 2?

What legal actions did the sheriff’s office take?

Scenario 3

Jed Burrows is a male serving time for drug possession. He is an inmate at the prison where Officer Mark Felton works. The two men begin talking. Officer Felton begins to show preference for Burrows by supplying him with food, money, and drugs. The relationship between Officer Felton and Burrows grows physical and emotional. They send love letters to each other through the mail. A security camera films them having sex in the shower stall.
**Scenario 3**

What are the issues in Scenario 3?

What legal actions were taken in this situation?

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**Scenario 4**

Off duty and wearing civilian clothing, Officer Ron Martin goes to the grocery store. At around 2000 hours, he notices a very attractive young woman in the produce section. He strikes up a conversation with her. Chris Flyer speaks with him for about 15 minutes and then starts to leave. Martin wants to continue the conversation, so he grabs her by the shoulder. She stops and turns around. When Officer Martin asks her to go to the bar down the street, she says no. As Flyer again starts to leave, Martin tells her that he works for the police department. He knows a friend of his wrote her a speeding ticket. Martin says that if she goes with him to the bar, perhaps he can help her with her ticket.

Flyer goes to the bar with Officer Martin. However, she is disappointed to learn he cannot really help with the ticket. She complains to the police department.

What are the harassment issues in Scenario 4? Is Officer Martin responsible for his actions when he’s off duty?

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**Scenario 5**

Officer Green asks Ms. Monique Brousseau to look at some pictures he thinks are sexy. When she does not respond, he pushes against her and shoves her into a wall. Then he demeans the South
American native, saying, “You foreigners can’t even have a little fun. Go back to your island.” Green is harassing Ms. Brousseau. He asks her to look at sexy pictures, calls her names because of her national origin, and pushes her. Ms Brousseau is afraid to file charges. She fears retaliation.

Standing nearby, Officer Jonas Burger observes Officer Green’s verbal and physical abuse.

What are Officer Burger’s options for action?

Summary and Closing

This lesson taught you more about responding professionally in a job situation and in the community. You respond without harassment, discrimination, and prejudice. Each time that you respond to a scene or answer a citizen’s call for service, you represent yourself and your agency. When you complete the call, you leave behind an image of yourself and your agency. To uphold the values of the officer’s Code of Ethics, you must behave with integrity and show respect for both victims and perpetrators.

One way to understand the damage harassment and prejudice do is to analyze its effects on your community at large and work to repair and overcome that damage.

The next lesson discusses officer response to situations and officer safety.
Lesson 3  Officer Response and Safety

Objectives

IN030.2.B.3. Given a situation, identify that your personal values, if biased, impact your behavior.

IN030.3.A.3. Given a request, identify that an officer’s safety may be related to understanding the community environment.

IN030.9.A.1. Given a request, define assumptions related to bias.

IN030.9.A. Given a request, identify that assumptions may influence mental thoughts response.

IN030.6.A. Given a situation, identify that your mental thoughts, and your verbal and nonverbal behavior help you overcome reaction to emotions.

IN030.9. Given a situation, identify how assumptions may impact officer safety.

IN030.6.A.2. Given a situation, identify that planning for your response aids officer safety.


IN030.10.B. Given a situation, identify personal morals, values, and beliefs related to overcoming bias.

IN030.6. Given a situation, identify officer responsibility to assess situation and act without bias.

IN030.9.B. Given a discussion, identify that other people form assumptions based on officer’s verbal and nonverbal responses.

IN030.6.A.1. Given a situation, identify that your mental thoughts influence your verbal and nonverbal responses.

IN030.12.A.5. Given a law, identify information concerning age discrimination.


IN030.3.A.4. Given a selected community, identify that an officer’s safety may be related to knowing the demographics of the community.

IN030.12.A. Given a discussion, identify how different age groups may impact the community.
IN030.12.A.1. Given a request, identify stereotypes that are made about different age groups.

IN030.12. Given a situation, identify perceptions concerning age discrimination.

IN030.5.B. Given a situation, identify that increased knowledge is gained in a diverse environment.

**Briefing**

**Some Training Guidelines**

- Maintain confidentiality.
- Do not take others’ negative attitudes or remarks personally.
- Be open to learning or improving interpersonal skills.
- Be open and honest but always respectful in your discussions.

**Perception**

*Perception* is the interpretation of people or events based on your experiences, biases, beliefs, assumptions, and observations. It is our means for detecting and processing information.

Perception is the process by which we detect and process information. Everyone responds to situations based on their own perceptions. Using your sense of sight or hearing, for example, heightens your awareness. Your beliefs, values, and life experience influence your behavior and your view of others’ behavior. Likewise, others perceive you based on their life experiences. Your experiences help you develop and form personal opinions. They help you communicate with persons of different ages, genders, races and physical and mental abilities.

Be aware of your attitudes, values, and perceptions. They can shape your expectations of what will happen in any situation.

You cannot change other people—they have a right to their own views and actions. Remember that no matter what attitudes, values, and perceptions others hold, we must respond professionally. Together the officer’s positive mental thoughts, verbal and nonverbal skills, and manner of handling personal emotions provide a responses that fosters for good customer relations and teamwork.

**Assumption**

An *assumption* is a notion, statement, or belief that may or may not be factual. It is also something taken as true without proof or demonstration.

Do you remember placing your hands and fingers over your face? You partially covered your eyes, so you could not see everything in front of you. At this point you could make some assumptions. Assumptions are interpretations of what experience tells you. They are not always accurate.
A person who consciously strives to train and control thought process and mental ability might choose to reject such assumptions as

- A person is lazy because of his national origin.
- People use their welfare money to buy cigarettes and beer.
- Women can never learn science and math.
- Only my cultural traditions are correct.

Now you are aware of your perceptions and assumptions and their limitations. You must also be aware that others have perceptions of officers. When people curse at you or call you names, remind yourself they are attacking your uniform, not you. Self-talk through the situation so you can behave professionally and not react to such comments.

Using stereotypes, perceptions, and assumptions to judge people limits your thought process. It may cause you to exclude information vital to an investigation. When you limit possibilities, you minimize safety. Stereotypes, perceptions, and assumptions may cause you to act on your emotions, rather than plan a response. Responsive behavior is to think, use your verbal and nonverbal skills, and plan your response.

What is a responsive approach? It is an interaction in which an officer tells a person what he or she expects. The officer has a goal: planning his or her actions that aid in achieving the desired results, given the situation. The officer’s behavior is unbiased and professional. An officer uses responsive behavior to control and to protect others’ rights. Unlike responsive behavior, reactive behavior may violate others’ rights and include harassment.

The outcome of an interaction often depends on your conduct as an officer and the behavior of those with whom you interact.

Letting stereotypes and perceptions cloud your thinking can reduce your strengths and abilities.

It is the officers’ responsibility to assess the situation and act without bias. One way is to avoid perceptions that lead to positive or negative stereotypes based on differences in

- age
- gender
- culture and ethnic background
- mental and physical abilities

**What is the basis of personal perceptions?**
How do biased perceptions interfere with professionalism and lead to officer reaction?

How can an officer control biased perceptions?

Alert Response

Let’s sum up what we discussed about some responses to emotionally charged situations. For example, some ways to remain alert and calm are

- Realize that demonstrators are reacting to the uniform, not the officer.
- Recall your officer training to remain calm.
- Focus on the job, which is to provide security for the community.
- Use controlled breathing.
- Remain alert to supervisor’s direction.
- Recall agency policy and procedures.

Some strategies for assessing other people and situations are

- Give each individual fair, uniform respect.
- Use and continue to learn strategies for self-control. They help you manage situations.
- Learn words and customs that help you understand other cultures.
- Listen to what people say.
- Think about what you will say.
- Try to understand the underlying cause of a person’s actions or anger.

Understanding Feedback

It is important to understand others’ feedback and actions to gain their cooperation as you give additional instructions. For example, at a parade, everyone wants to jump out in the street and grab the candy thrown from the floats. You are responsible for keeping the crowd back a safe distance from the floats. Your ability to communicate and your nonverbal skills will help you gain support from the
crowd in following your instructions. Your training allows you to assess the situation and gather information. Your planned response to the situation shows your leadership and direction.

Let’s discuss the feedback of information needed by the officer to understand some data about the subject. Possible questions you may evaluate include

- What is the subject’s body stance or position?
- What facial features and expressions indicate data?
- What is the position of the hands, arms and legs?
- Is the subject reaching for anything or anyone?
- Is the subject grabbing another person?
- Can you understand what the subject is saying?
- What is the tone, volume, pitch of the subjects’ voice?
- What words are used?
- Can you determine by the reply that the subject comprehended your initial direction?
- Does the feedback require a response?
- What response is appropriate for this situation?
- Is my officer response legal and without bias?

**The Florida Population**

Since the 1960s the federal government enacted many laws prohibiting discrimination based upon age. These laws apply in all states. Many states including Florida, enacted additional laws to enhance federal protections. The laws prohibit age discrimination in

- employment
- housing options
- delivery of service and benefits from federally-assisted programs and services
- granting credit

Each federal law has specific provisions that address discrimination based upon age. All are complex and lengthy. However, there is information available and agencies charged with enforcement help explain the laws. The laws are

- Age Discrimination in Employment Act of 1967 (ADEA)
- Age Discrimination Act of 1975
- Rehabilitation Act of 1973
- Fair Housing Amendments Act of 1988
- Americans with Disabilities Act of 1990
- Equal Credit opportunity Act of 1974
• Truth in Lending Act of 1968.

The Age Discrimination in Employment Act protects employees and job applicants over age 40. It covers employment practices and decisions, including hiring, discharge, promotion, layoffs, compensation, and other terms, conditions, and rights of employment. Employers may not use age in advertising positions, either specifically or by inference.

The Age Discrimination Act of 1975 prohibits age discrimination in the delivery of federal or federally assisted services and benefits. Such programs include health services, educational programs, housing, welfare, food stamps, and rehabilitation programs.

The Florida Legislature also enacted laws against age discrimination, including §112.043, F.S. Age discrimination.--

It shall be the public policy of the state that no officer or board, whether state or county, shall discriminate in the employment of any person solely because of age. Persons who apply for employment with the state or any county of the state shall be selected because of training, experience, mental and physical abilities, and other selection criteria established for the position. Unless age restrictions have been specifically established through published specifications for a position, available to the public, the employing authority shall give equal consideration to all applicants, regardless of age.

What is age discrimination?

What is age bias?

About Florida’s Demographics

Florida ranks as the fourth largest state and one of the fastest growing. By 2025, it is projected to be the third most populous state with 20.7 million people. New residents moving to the state account for over 85 percent of the increase.

Population projections for 2025 include

• about 80% of the state population will be over 65 years of age up from 76.2% in 1995.
about 21.4% youth population down from 26.1 million in 1995 (those 19 and younger)

Florida’s population is becoming increasingly nonwhite over the last decades. Over time, statistics projections based on the same definitions of race show

- In 2025, 58.9 percent is projected to be non-Hispanic Whites, down from 70.7 percent in 1995.

- Non-Hispanic African Americans would comprise 14.8 percent of the state population in 2025, up from 13.9 percent in 1995.

- Non-Hispanic Asians and Pacific Islanders would comprise 2.2 percent of the state population in 2025, up from 1.4 percent in 1995.

- Non-Hispanic American Indians, Eskimos, and Aleut would comprise 0.3 percent of the 2025 state population up from 0.2 percent of the 1995 state population.

- Persons of Hispanic origin, who may be of any race, would comprise 23.9 percent of the 2025 state population up from 13.8 percent of the 1995 state population.

Source: Bureau of Economic and Business Research, University of Florida

What does Florida’s future look like?

The growth of Florida’s elderly population may affect the criminal justice system and the public. For example, law enforcement may need to increase security for older persons who live in their own homes and those living in nursing homes. The public may not want to pay higher taxes for such services, nor share tight resources. The criminal justice system may need to innovate, by implementing more task force joint operations and training, for instance.

If you want to learn more about present and future Florida demographics, visit www.floridacensus.com or www.census.gov. These Web sites offer reports and large amounts of helpful information. Knowing your community’s demographics is vital to knowing the people you, as officers, will serve. The better you know your community, the safer you are. You can also use census data to identify needs that the community may place on your agencies in the future.

The US Constitution, art. 1, sec. 2, mandates an appointment of representatives among the states, for the House of Representatives, every 10 years (decennially). Apportionment is the process of dividing the 435 seats in the U.S. House of Representatives among the 50 states.
The constitutional mandate made the U.S. Census necessary. Conducted every 10 years, it is a valuable tool for understanding your community. In addition to apportionment, the decennial census results serve many purposes:

- determining the distribution of almost $200 billion yearly in federal, state, local, and tribal funds
- drawing boundaries of state legislative districts
- evaluating the success of programs
- identifying populations that need services

Respect

Blindly accepting your personal views or those that are part of your cultural heritage about different age groups can lead to misunderstanding and misperceptions. When a difference between your age group and another’s becomes obvious, you may see the difference as a problem. You may fail to see differences as reflections of each individual’s or cultural group’s emphasis on age. That can make your interactions with others ineffective. Prejudging people by observing traits such as their age is easy. You can incorrectly apply stereotypes learned from your cultural heritage or experiences to an individual. You may make snap judgments of people based on your preconceived notions about age. Getting to know others as individuals can have a real impact on you and your understanding of them in the community and in your work area.

An effective strategy is to stop, think, and then act:

- Stop your automatic reaction.
- Think of the person with whom you are interacting as a unique individual worthy of respect.
- Act to show respect for that person’s dignity.

Exercise 1

Place your hands in front of your eyes. Open your fingers slightly. With your hands and fingers in this position, you cannot see everything. As you gradually move your hands away from your face, your view expands. This is similar to trying to see in the dark. This is similar to trying to see in the distance at night. You see details clearer when the area is illuminated. Similarly, you gather the most data about a person when the information is not filtered or blocked by a limiting perception.

Likewise, when you block information or choose to view a situation in only a certain way, you limit your problem-solving ability. So you may rely only on your perception of an event. You may not see the total situation. You need more facts. Think of times when you are out at night and the visibility is poor without the benefit of a light source—not all information is available. Thus, the more information you may gather about various cultures in your community, the more you enhance your knowledge and perception. Your knowledge of your community gives you greater expertise in handling your job, and your safety may be related to understanding the community environment. For example, is your city located in a more rural area, or are there tourist attractions and theme parks? Knowing the environment
of your area helps you keep alert to changes and avoid the perception that things are routine. Keeping an open attitude allows you to ask questions and to stay one step ahead by planning possible responses to situations.

This lesson opened with a short discussion of factors that affect perception. What are they?

Exercise 2

Scenario 1

Responding to a call Officer Brown witnesses a career-long friend, Officer Danaher, at a car crash. When he returns to his agency, Officer Brown sees one of his superiors. He mentions Officer Danaher’s presence at the scene.

What is Officer Brown’s perception of the event?

Scenario 2

Dining at a restaurant with his wife, Officer Johnson sees a coworker. Captain Markeren is hugging and kissing a woman who is not his wife. Officer Johnson reports the incident to his supervisor.

What does Officer Johnson assume?

Exercise 3
1. Describe a bias situation that may cause an emotional challenge for an officer.

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____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

2. Describe a situation in which an officer may feel frustration, hostility, or anger. Then describe a method for controlling those feelings.

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____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

3. Some words or phrases cause anger or incite force. What words or phrases, when said by an officer, can cause someone to become angry or use force.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

4. Some words or phrases encourage others to follow directions. What words or phrases can an officer use to persuade others to follow directions?

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____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

5. Sometimes a suspect or other citizen purposely tempts you to behave unprofessionally. Describe a situation in which a person taunts and tests you.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
6. What actions cause others to react to you positively or negatively?

Exercise 4

1. What are advantages of understanding officer safety and staying focused and composed?

2. What do others think of your behavior?

3. Discuss unbiased ways to keep a suspect’s attention.

4. Describe ways to avoid liability.

Exercise 5
1. How do large populations of different age groups affect the community? For example, do older or younger adults or teenagers require more criminal justice services?

2. By letting an agency know what it expects, can it help influence the community’s tone and direction? How can the type of community also influence an agency’s efforts? Consider the following questions in your answer

3. What are common stereotypes of different age groups towards the criminal justice system? Consider the following in your answer
   - young people
   - older people

4. What biases contribute to age discrimination? Consider the following in your answer
   - young people
   - older people

Summary and Closing

As our society becomes increasingly diverse, the professional skills taught here become increasingly important. Knowing the cultural traditions and diverse needs of your community benefits the individuals living there. It also boosts your chances of success as you perform your job. For example, you can develop rapport with and trust in residents of a culturally diverse neighborhood. You can encourage them to join you in protecting their neighborhood. Your multicultural awareness skills are a tactic. They improve your on-the-job effectiveness and might save your life.

In the next lesson, you will learn more about community relations and officer safety. Community relations skills include
• respecting diversity
• being sensitive to cultural differences
• making the community aware of criminal justice assistance
• calming neighborhood reactions
• helping resolve conflicts
• using effective communication skills
Lesson 4  Community Relations and Officer Safety

Objectives

IN030.2.B.2. Given a situation involving a possible bias, identify how your behavior is perceived in the community.

IN030.2.A. Given agency policy and procedure, know that agencies have policy and procedure to maximize officer success.

IN030.3.A.2. Given a request, identify that the badge represents public trust and respect.

IN030.5.A.1. Given a situation, identify that officers represent the government to the community.

IN030.8.A.1. Given a situation, identify that community trust of officers is harmed when officers commit harassment.

IN030.3. Given a situation, define community as customers.

IN030.3.A. Given a request, identify an officer’s responsibility to the community.

IN030.5.C. Given a situation, identify advantages of a diverse organization serving the public.

IN030.7.B. Given a situation, identify that bias may exist within groups in the community.

IN030.8. Given a situation, identify that there are people who have bias against others.

IN030.8.A. Given a discussion, identify that there are people who harass others in the community.

IN030.8.B. Given a discussion, identify that cultural groups may be targets of hate crimes.


IN030.8.B.2. Given the Florida Statutes 775.085, identify that the common term “hate crime” is also evidencing prejudice while committing offense.

IN030.1. Given a situation, identify how an officer’s behavior may maximize the desired outcome.
Briefing

Citizens and visitors look to officers to help uphold safety and security in the community. The community perceives officers based on past interactions with and treatment by the criminal justice system. Those experiences—whether positive or negative—may create bias towards law enforcement.

Citizens may not appreciate or understand local laws and your agency’s policies for enforcing them. For example, a person may want to drive his car on the beach. However, local ordinances prohibit driving on the beach and your job is to enforce those ordinances. As a result, the driver cannot meet his wants and needs. He’s irritated, and his emotional reaction adds to his unhappiness with “the system.”

Individuals new to a community may fear, distrust, or feel uncomfortable with the criminal justice system. They have not yet learned how the system works in their new community.

Some citizens believe that officers do little to help control crime in their area. When they project or express their negative attitude, officers notice. An officer may think, “If the public does not support our efforts to prevent crime, why go out of my way to help.” Citizens’ negative perceptions reinforce officers’ negative perceptions, leading to a cycle of negative bias.

Citizens’ negative perceptions are frequent topics of community discussion. Citizens continue to cite incidents that occurred many years ago as examples of poor officer response. An unprofessional officer’s reaction to a situation generates negative emotions and destroys goodwill that took years to build. So does an officer’s inconsiderate behavior. Surveys find that citizens complain about inconsiderate and unprofessional officer behavior:

- officers’ amusement in situations that leave citizens feeling embarrassed
- officers’ criticism of a person’s behavior that adds humiliation to a situation
- officers rushing or speaking abruptly when citizens need help and consideration
- officers talking down to citizens, adding to a person’s feeling of worthlessness
- officers making assumptions about a citizen’s culture, religion, race, sex, age, sexual orientation, ethnicity, or physical disability, and then responding with bias
- officers using stereotyped or biased terms about a victim and then interacting with bias

Negative statements certainly blemish the criminal justice system. However, thousands of professional officers courteously and respectfully serve every person they encounter. Outstanding officer of the year awards and outstanding agency dedications honor men and women who courageously provide safety and security to our communities. Each of you can help raise the level of professionalism by consciously applying good judgment and ability.

Turning in a fellow officer for behavior you know to be unacceptable is difficult. What are the consequences of a complaint made against an officer for sexual harassment or other forms of harassment? Conviction may result in a fine that both the officer and the agency must pay the victim. In addition, decertification is likely. If an officer’s behavior includes criminal offenses, he or she may be sentenced to prison and fined.
A good question to ask is, “Is it in my best interest to have a letter in my personnel file, addressed to my supervisor, written by a citizen, and describing my negative or biased behavior?” Under Florida’s Sunshine Laws your file is a public record. One negative incident can affect your career 20 years from now.

If you believe that you may have negative biases ask,

- Am I acting on biases and prejudice?
- Am I treating or reacting (or not treating or reacting) to this person as I would a person of a different race, sex, age, sexual orientation, religion, and so on?

If your answer to either question is yes, change your behavior so you can respond to situations fairly and professionally, without bias. The badge you wear symbolizes public trust and respect. Often you are the only face of government some citizens ever see, interact with, and know.

Erasing negative emotions harbored by citizens is not easy. Certain citizens view officers unfavorably, possibly for good cause. When police abuse does occur, regaining and rebuilding trust is difficult. Citizens remember officers’ harassment of others for a long time. They may refuse to work with law enforcement on neighborhood watch campaigns. Sometimes the result is lack of respect, support, and cooperation during criminal investigations.

One way to gain citizen support is to learn the geographical and social characteristics of the community you serve. Remember what you like and how you feel as a customer when you expect and receive good service.

An officer’s willingness to learn about different groups shows his or her interest in public relations. What one culture considers sensible, logical, and expected may not be at all acceptable in another—for example, eye contact.

You must be equally professional when dealing with crime victims and suspects. As mentioned earlier, your actions have a cause and effect on others. Your thoughts, verbal and nonverbal behavior, and emotional responses reflect your training and adherence to agency policy and procedure. For example, the way you speak to or question people, especially a sexual assault victim or family member of a deceased victim, shows the responsibility you feel for the community. Its members expect professional responses to their requests.

Knowing your community increases your safety and cements partnership with the community. It is also good public relations. Your role as community partner includes

- understanding and respecting the historical, political, scientific, and economic resources of cultural groups in your area
- understanding verbal and nonverbal communication used by cultural groups in your area
- understanding social norms and traditions of different cultures in your community
- understanding that when your agency employs a diverse cross section of the community, it better represents service to the community
Harassment and Prejudice

*Prejudice* is a disliking of people who differ from you. People are not born with prejudice. This disliking may be fostered by ideas you heard as you were growing up. It may be a result of how other people treated you. Prejudice may grow out of a desire to dominate others by oppression.

This disliking is wrong. Officers who use excessive force or brutality provide evidence of their own prejudice. You have seen this brutality on the news. Perhaps you remember the much-publicized beating of Rodney King in California.

Citizens see an officer’s oppression of others as brutality. When others do not notice or pretend not to see officer brutality, the behavior undermines our freedoms and democratic processes.

One way to overcome prejudice is for individuals to take time and make efforts to learn the facts about a person or situation. Facts and tolerance may balance and even stop quick prejudgment of others. Changing this behavior starts when we each commit to treat each other with tolerance. We can choose not to participate by refusing to go along with the crowd. When you witness harassment and prejudice, speak out. Let others know that you disapprove of such unprofessional behavior.

Harassment is a form of discrimination that you can hear and see in spoken and written words or action. You can observe it when someone acts against a specific individual or a group. Harassment takes a variety of forms and does a range of damage. Harassers annoy, alarm, and cause great emotional distress to their victims.

Examples of harassment include
- jokes based on bias
- patronizing remarks based on stereotypes
- displays of racially offensive written material, images, and graffiti
- unfair or insensitive criticism of the professional performance of a member of another race

**Discrimination**

Behavior based on a group or person’s color, race, nationality, ethnic or national origin, or religion is *discrimination*.

**Racial Discrimination**—The perception of the person who feels slighted or aggrieved defines racial harassment. It does not depend on the feelings or thoughts of observers or participants.

**Religious Discrimination**—Federal and state laws prohibit discrimination based on religion. If an employee asks for specific religious accommodation, the employer must assist. Exceptions occur when the request places undue hardship on the employer. Mere inconvenience is not undue hardship. An employer must not make discriminatory rules and decisions or introduce practices based on a particular religious belief.
National Origin—The standards defining national origin harassment include

- behavior directed at an individual or a group of individuals because of national origin
- behavior that a reasonable person would find creates a hostile work or learning environment
- behavior or language that explicitly refers to national origin, such as jokes or slurs about a person’s ethnic background or country of origin
- harassing oversight of a person’s work because of his or her national origin

For example, a supervisor and employee have different ethnic backgrounds. The supervisor says the employee is lazy. She’s just like others members of her ethnic group. That’s harassment. The employee’s subordinates or coworkers make the same remarks. That’s harassment.

The Florida statutes impose stiffer penalties for crimes committed because of prejudice.

§775.085, F.S., Evidencing prejudice while committing offense; reclassification.--

(1)(a) The penalty for any felony or misdemeanor shall be reclassified as provided in this subsection if the commission of such felony or misdemeanor evidences prejudice based on the race, color, ancestry, ethnicity, religion, sexual orientation, national origin, homeless status, mental or physical disability, or advanced age of the victim:

1. A misdemeanor of the second degree is reclassified to a misdemeanor of the first degree.
2. A misdemeanor of the first degree is reclassified to a felony of the third degree.
3. A felony of the third degree is reclassified to a felony of the second degree.
4. A felony of the second degree is reclassified to a felony of the first degree.
5. A felony of the first degree is reclassified to a life felony.

(b) As used in paragraph (a), the term:

1. "Mental or physical disability" means that the victim suffers from a condition of physical or mental incapacitation due to a developmental disability, organic brain damage, or mental illness, and has one or more physical or mental limitations that restrict the victim’s ability to perform the normal activities of daily living.
2. "Advanced age" means that the victim is older than 65 years of age.

(2) A person or organization that establishes by clear and convincing evidence that it has been coerced, intimidated, or threatened in violation of this section has a civil cause of action for treble damages, an injunction, or any other appropriate relief in law or in equity. Upon prevailing in such civil action, the plaintiff may recover reasonable attorney's fees and costs.

(3) It is an essential element of this section that the record reflect that the defendant perceived, knew, or had reasonable grounds to know or perceive that the victim was within the class delineated in this section.
3. “Homeless status” means that the victim:

a. Lacks a fixed, regular, and adequate nighttime residence; or

b. Has a primary nighttime residence that is:

(I) A supervised publicly or privately operated shelter designed to provide temporary living accommodations; or

(II) A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

History.--s. 1, ch. 89-133; s. 1, ch. 91-83; s. 1, ch. 98-83; s. 1, ch. 99-172.

According to §775.085, F.S., a crime that involves these elements is a hate crime:

- The suspect showed and acted on prejudice based on the victim’s race, color, ancestry, ethnicity, religion, sexual orientation, national origin, homeless status, mental or physical disability, or advanced age.

- If the victim or organization can establish that it was coerced, intimidated, or threatened in violation of §775.085, F.S., it has a civil cause of action for
  - treble damages
  - an injunction
  - any other appropriate relief in law or in equity

- The subject perceived, knew, or had reasonable grounds to know or perceive that the victim was within the class defined in §775.085, F.S.

For crimes committed while evidencing prejudice, an increased criminal charge may be added as defined in 775.085, F.S., when

- Criminal charges arise from the harassment.
- Hatred is directed at targeted persons or their property.

The statute’s title is “Evidencing prejudice while committing offense; reclassification.” However, people commonly call it the hate crime statute.

A person convicted of a criminal offense motivated by bias, hate, or prejudice faces a greater penalty and a longer sentence. The court must determine that the crime occurred because of the victim’s personal characteristics:

- race
- color
- ancestry
- ethnicity
- religion
• sexual orientation
• national origin
• homeless status
• mental or physical disability
• advanced age

In every criminal case, the prosecution must prove criminal intent. Proving that a crime violates §775.085, F.S., is no different. In prosecuting this type of crime, documented evidence is essential. It must show that the offender deliberately targeted the victim because of the victim’s race, color, ancestry, ethnicity, religion, sexual orientation, national origin, mental or physical disability, or advanced age.

Documentation of intent may include
• statements the suspect made to the victim
• witnesses’ statements about what the suspect said while committing the crime
• graffiti drawn at the scene
• other physical evidence found at the scene

Documenting the evidence in your report is critical.

**About Bias Crimes**

Bias crimes challenge law enforcement. They are more violent, socially disruptive, random, and serial than other crimes. Generally, they are harder to solve.

• Most bias and hate crime offenders harbor hidden prejudice. Not easily identified, these prejudices surface as hate-inspired acts of vandalism, assault, or even murder.

• No race, religious, or ethnic group is immune from being victim of a bias crime.

• There is no typical hate or bias crime victim.

• Each crime is unique.

State and federal laws prohibit prejudice against individuals based on certain categories such as, but not limited to, race and ethnicity. When a crime occurs, an officer may collect evidence of prejudice. After gathering such evidence, the officer may charge the suspect with a hate or bias crime, which carries a more severe penalty.

Recall the definition of a bias crime. It is any criminal offense against a person or property motivated by the offender’s bias toward an actual or perceived race, color, religion, ethnicity, ancestry, national origin, sexual orientation, disability, or advanced age.

**Crime Scene Evidence**
In Florida, any crime can be classified as long as all required elements are present. Suppose that an officer called to the scene determines that the situation may be a hate or bias crime. The officer must protect, preserve, document, and process the physical evidence at the scene.

What are some elements to note at the scene?

The presence of these elements suggests a hate crime:

- The reason for crime against the person or property seems to be bias or hate. The crime cannot be one of passion or opportunity. The main reason for the crime is the perpetrator’s hatred for a particular protected class.
- Collect evidence from the crime scene that may help prove the offender’s intent. That includes handwritten notes, photographs, writing on walls, and symbols.

The responding officer (the first officer on the scene) notes in the report any evidence found at the crime scene that indicates a hate crime occurred. The suspect is charged with a hate crime. The hate crime is reviewed by others in the criminal justice system such as a supervisor, a detective responsible for follow-up the investigation, or the prosecuting attorney. If the suspect is found guilty in court, the judge applies the additional hate crime penalty.

However, the officer first on the scene classifies the crime based on evidence present. If all elements are present, the officer indicates *hate crime* in the report.

**Officers and Victims of Bias Hate Crimes**

Officers who provide the appropriate response to the victim of a bias or hate crime help the entire justice system by encouraging victims to cooperate. They also promote their agencies’ credibility within their communities when victims understand that they can trust officers.

Hate crime victims often react differently from victims of other crimes. They realize that a personal characteristic made them a target. They cannot change that characteristic. Such victims require special attention from the responding officer:

- Keep calm, objective, and professional.
- Question the victim sensitively. Be discrete about requesting answers from very distraught victims.
- Ask victims if they have ideas about why they were victimized.
- Ask victims how you can help. What do they need and want?
- Listen professionally. Let the victim vent.
- As you investigate, neighbors, witnesses, and others you contact see you working professionally on the case. That sends the community a message about your attention to the crime.
- Be professional regardless of your opinion of a person’s lifestyle choices.
- Do not belittle or make light of the situation.
• Remember that the victim may find you threatening if he or she is of another national origin or race. This is especially true if you belong to the same race as the perpetrator. The victim may be reluctant to talk if he or she perceives you as biased.

• Assure the victim that you are a professional interested in serving justice.

The help you give shows your respect for the victim’s dignity. As you follow the case through the criminal justice system, you also show respect to the victim and the suspect by:

• giving an appropriate amount of time to investigating the crime
• properly investigating the case
• pay attention to and providing details

Community Expectations for Professional Behavior

The community expects officers to take the right professional action:

• Choose to take the right professional action.
• Follow department policies and procedures.
• Understand that an officer has a 24-hour, 7-day-a-week job.
• Meet higher ethical standards.
• Know the community is always watching.

Similarities found in and between groups help build community. We make similar choices of restaurants and movies. We support our communities’ sports teams. When members of a group believe in an officer’s professional response to a request for service or finding a suspect, community support for law enforcement, correctional, and correctional probation efforts increases.

We can realize the importance of working toward community goals that help bring cultural groups together. When community resources are limited, the need for communication is greater in order to help maximize diplomacy in understanding cultural diversity. We share much as a community and a nation, so the goals of excellent criminal justice agencies help support the growth of communities.

Several times in this unit, we discussed the importance of knowing your community. Regardless of your work area and community’s size, you will find diversity among its members’ cultural heritage, traditions, and even their likes and dislikes. Valuing your community entails knowing its language and customs, and the leaders who foster group cohesiveness. Differences within communities are advantageous. They encourage us to better understand races, cultures, and traditions. Appreciating one another motivates the entire community to focus on achievement for all.

You all have heard the saying, “know thy self,” and understand its importance. Now you understand the importance of knowing your community. Ask, “What similarities do I share that may help me know more about the community in which I work and live?”
We spoke of communities sharing similarities, such as people going to the same restaurants, watching the same movies, and supporting the same sports teams. What happens when community members become disgruntled and upset over an issue? What is the focus of their complaints? What trigger points cause demonstrations or riots? Some groups protest about cultural or national origin issues. Other groups picket because of environmental issues. Still others want the city council to hear their pleas for educational reform. Let’s examine the emotional nature of groups within the community.

Let’s summarize the information previously presented:

- Officers must mentally prepare for gathering information and facts and apply verbal and nonverbal skills for the appropriate response to people and situations.
- Omit using stereotypes or labels whether or not they are positive or negative. Students should remember this as they evaluate their perceptions and assumptions.
- Words and gestures have different meanings in different cultures.
- Self-control helps officers suppress emotional reactions to people whose characteristics differ from their own. Avoid reacting to people and situations based upon your emotional “trigger point.”
- Officers’ respect for their agencies is important. They uphold their agencies’ policies and procedures, and the laws that protect and serve the public.
- Coworkers within an agency function as a team to accomplish many necessary criminal justice tasks. The team works best when coworkers respect each other.

What are some ways that an agency can encourage teamwork and help prevent officer misconduct?

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Response Strategies

Some response strategies maximize a situation’s outcome. An officer can apply verbal and nonverbal skill to respond professionally:

- Try to understand what the other person is saying.
- Do not become irritated when you think a person’s comment is harassment:
  - Ask for clarification to avoid misunderstanding.
Check your interpretation of what you heard (what was said). That eliminates “filtering” of your perception of what the person said.

Determine if you are prejudging the person’s nonverbal behavior. Compare nonverbal gestures to what the person says.

- Take time before you respond. Plan what you will say.
- If you were in a similar situation in the past, recall how you handled it. If you handled it successfully, use the same approach. If your efforts failed, respond differently.
- As part of your continuing training, rehearse various scenarios for the appropriate response.

**Officer Response to Another Officer**

An officer who is being sexually harassed can apply verbal and nonverbal skills to respond professionally. Let the officer know that his or her comments and actions are not welcome. Speak assertively. Clearly state that you want the behavior to stop.

Suggestions for communicating with the harasser follow:

- Review the situation to make sure you correctly perceived the harassment.
- Recall the suggestions just discussed for responding professionally.
- Plan your response. Recall situations that require you to be verbally assertive or aggressive.
- If needed, plan and practice saying no.
- Think about your tone of voice. If necessary, practice speaking. Modulate your voice so it sounds professional, not blaming or judgmental.
- Rehearse the situation and plan to make your point successfully. Tell yourself, “I can handle the situation because I have the skills to respond.”
- Rehearse in your mind or with a friend. Create and answer what-if questions about what might happen if you state your opinion.
- Assert your position: You resent being sexually harassed.
- Make it clear that you want the words and behavior to stop. State that what the person says or does offends you. This lets the other person know that you will take the matter to court, if necessary.
- If you decide to challenge the person, prepare for possible outcomes. Be ready to carry out your plans.
- Know that possible results of conflict include losing a promotion or your job.
- The positive result is that you stood up for your rights.

**Exercise 1**

1. **Name two powerful people. How did/do they affect and contribute to society? Why are/were they powerful?**
2. Describe how using power negatively is a detriment to the community.

3. Describe how an officer can make a positive or negative difference in the community.

4. An officer is investigating a crime or gang activity. Neighborhood residents are afraid to cooperate. What can the officer do?

5. An officer mentally prepares, communicates verbally and nonverbally, and provides an appropriate response. Here are examples of situations officers may encounter. Use the questions following the examples to help formulate your responses.

**What are some strategies for mental preparation?**
- What facts do I know?
- What agency policies and procedures cover this situation?
- What can I assess about the situation?
- What might be some stereotypes? How can I avoid acting on them?

**What are some strategies for verbal and nonverbal communication?**
- What words shall I choose?
- What nonverbal gestures will I avoid or employ?
What are some strategies for the appropriate response?
- What skills can I use to stay calm and successfully handle the situation?
- What can I do if I need backup?

An officer is dispatched to a shopping center to handle a disturbance involving loud teenagers. Some may be on drugs.

An officer tries to help a drunk out of the gutter.

An officer dispatched to a domestic disturbance learns the partners are homosexuals.

An officer tries to get a person from his house to the jail on a warrant charge.

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Exercise 2

1. A crowd is gathering with the intent to demonstrate and has secured a permit to march in front of city hall. A leader’s speech fills the crowd with rage. How should law enforcement respond?
2. The more community members know each other, the more they respect each other’s traditions. Do you agree or disagree? Describe situations that you know about or have read about or seen in movies.

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6. What can you do to foster greater acceptance of all cultures?

Exercise 3

Use verbal and nonverbal communication skills to answer the questions. To evaluate your discussions you may use information in the earlier section, “Response Strategies.”

Scenario 1

You are downtown, walking on the sidewalk behind a man. The two of you are the only people on that side of the street. The man turns and starts yelling at you. His voice is loud and hostile. “You never help when I need you. All you do is eat doughnuts! I never get any help with drug dealers who are always in front of my house. You never help!”

How do you respond? Discuss the following.

- How will you evaluate your emotional reaction to what the man says?
- What is your evaluation and perception of what the man’s nonverbal language demonstrates?
- Do you want to verbally challenge the man? Describe your verbal and nonverbal actions.

Scenario 2

As you sit in your patrol car, an elderly man approaches. In a soft voice he asks for directions. You have difficulty understanding him and realize his national origin differs from yours. You get out of your car to show him what he needs to do. “Take the first left, then go to the next stoplight…” Suddenly, the man is enraged. He starts hitting you and yelling about foreign policy. Because of you, his sister cannot come to America.
How do you respond? Discuss the following.

- How will you evaluate your emotional reaction to what the man says?
- What is your evaluation and perception of what the man’s nonverbal language demonstrates?
- Do you want to verbally challenge the man? Describe your verbal and nonverbal actions.

Scenario 3

Your assignment is to help control a hostile demonstration in an unsafe part of town. Demonstrators’ tactics range from yelling at officers to throwing paint on them. You prepare for the professional activities ahead. Then you assume your position to guard the area in front of the bank. A protester throws ice at you.

How do you respond? Discuss the following.

- How will you evaluate your emotional reaction to the protester’s action?
- What is your evaluation and perception of what the protester’s nonverbal language demonstrates?
- Do you want to verbally challenge the protester? Describe your verbal and nonverbal actions.

Scenario 4

You are new to your job. Your supervisor visited your office several times during the last week. He brings with him a file folder that contains a magazine. He makes comments under his breath about “good looking girls” and says, “Wow, you should see this body!” You suspect the pictures are of nude women. Today he comes to your office and confirms your suspicions. He shows you the magazine and laughs at your astonishment. You return to working at your computer. Again, he makes comments about his pictures.
How do you respond? Discuss the following.

- How will you evaluate your emotional reaction to what your supervisor says?
- What is your evaluation and perception of what your supervisor’s nonverbal language demonstrates?
- Do you want to verbally challenge your supervisor? Describe your verbal and nonverbal actions.
- Will you ask your supervisor to stop or laugh it off as part of the job?

Scenario 5

You are by the water cooler near the snack machine. Two officers who work in another part of the building stand near the snack machine. They laugh and make gestures that mimic a person. That person is your friend. The officers use her first and last name. They make fun of her disability. You also hear their demeaning statements and racial name-calling. They claim no one of her race can do anything. They wonder how she got promoted. They laugh some more and say that her sexual orientation got her the promotion. Besides, she’s from another country.

How do you respond? Discuss the following.

- How will you evaluate your emotional reaction to what the officers say?
- What is your evaluation and perception of what the officers’ nonverbal language demonstrates?
- Do you want to verbally challenge the officers? Describe your verbal and nonverbal actions.
- Will you ask the officers to stop or laugh it off as part of the job?

Scenario 6

Your supervisor asks you to serve on a task force. Its purpose is to promote human rights advancement for the Mayor’s Community Initiative. The group meets during work hours. The committee wants to develop ways to encourage five sharply divided cultures in the community to work together.

How do you respond? Discuss the following.

- How will you evaluate your emotional reaction to what your supervisor asks?
Community Relations and Officer Safety

What is your evaluation and perception of what your supervisor’s nonverbal language demonstrates?

Do you want to verbally challenge your supervisor? Describe your verbal and nonverbal actions.

Scenario 7

You agree to serve on the Mayor’s Community Initiative. What two recommendations do you present? Describe your suggestions for encouraging the five cultural groups to work together. Money and resources are available to fund any project you suggest.

How do you respond? Discuss what you will propose and how it will benefit the cultural groups in the community.

Summary and Closing

Eleanor Roosevelt said, “For it isn’t enough to talk about peace. One must believe in it. And it isn’t enough to believe in it. One must work at it.”

Martin Luther King, Jr., eloquently stated, “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”

Valuing equality, life, liberty, and the pursuit of happiness is an important American concept. An officer is sometimes a community’s only visible and familiar link to government. An officer’s behavior—good or bad—often sets the tone for citizen involvement. Therefore, an officer’s interaction with community members must be positive and helpful. When citizens need help, do not say, “It’s not my job.” As officers you will be partners in the community. Your responses show your professional job responsibilities. Your response reflects officer safety and citizen respect.