

# Fair and Impartial Policing

## Module 3: Skills for Producing Fair, Impartial and Effective Policing

**Instructor:** Name of Instructor/Trainer

**Time:** 2.5 Hours

**Summary and Rationale:**

The purpose of this module is to provide officers with practical skills for producing fair and impartial and effective policing. The module uses a problem-based approach allowing instructors and participants to critically examine a series of real-life case scenarios and develop the following skills:

- ↓ Recognize implicit biases and implement “controlled” (unbiased) responses
- ↓ Avoid “profiling by proxy”
- ↓ Analyze options with a “Fair and Impartial Policing” lens
- ↓ Reduce ambiguity, slow it down
- ↓ Reduce ambiguity, engage with community members.

**Performance Objectives:**

At the completion of this module, officers will be able to:

- Demonstrate and discuss strategies that will help them be aware of personal biases
- Demonstrate and discuss strategies for ensuring that their behavior is bias free

**Equipment:**

- Laptop
- Projector and screen

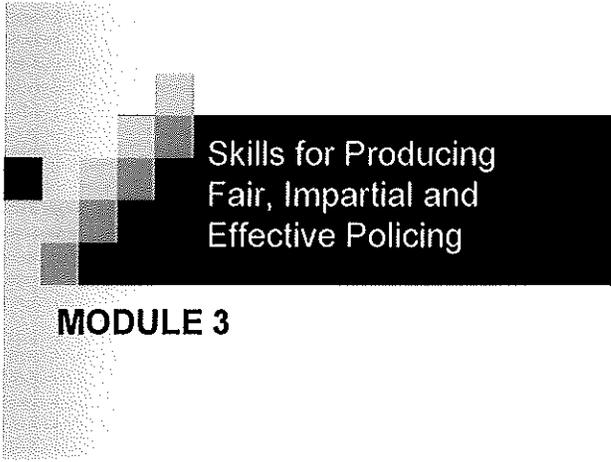
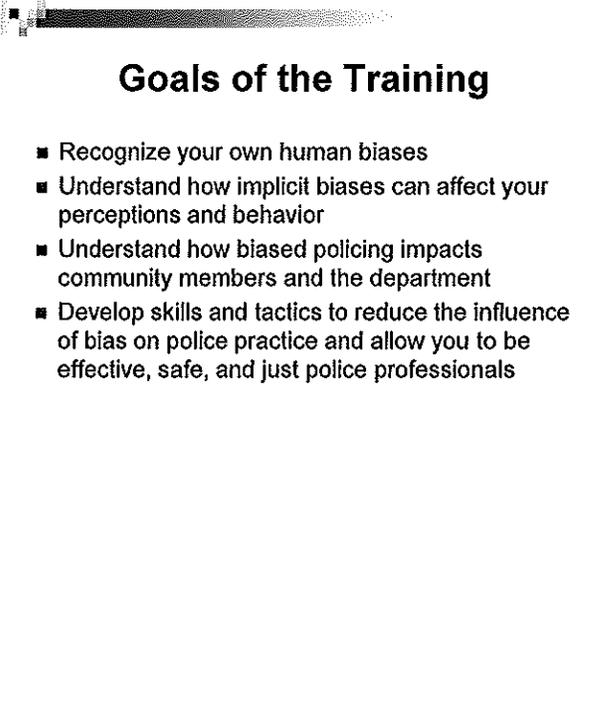
**Materials:**

- Trainers’ Resource Materials
- Participants’ manuals
- On-line video of Birmingham officer

**Role Players:** Two women (any race/ethnicity), four to five non-White males and one White male.

**Room Setup:** The optimal setup is a “U” shaped configuration or a large semi-circle configuration to allow training participants to see each other throughout the training session. However, if the class is large, a standard classroom configuration may be used. The room should have room for role plays.

**Module 3**  
**Lesson: Skills for Producing Fair, Impartial, and Effective Policing**

CONTENT	INSTRUCTOR NOTES/REFERENCE
<p><b>Introduction</b></p> <p>In this unit, you will learn skills for producing fair, impartial and effective policing.</p> <p>To place this in context, recall that the goals of this training session are to have you:</p> <ul style="list-style-type: none"> <li>➤ Recognize your own human/implicit biases</li> <li>➤ Understand how implicit biases can affect your perceptions and behavior</li> <li>➤ Understand how biased policing negatively impacts community members and the department</li> <li>➤ Develop skills and tactics to reduce the influence of biases on police practice and allow you to be effective, safe, and just police professionals.</li> </ul>	<p><i>Display Slide #77: Skills for Producing Fair, Impartial, and Effective Policing</i></p>  <p style="text-align: center;"><b>MODULE 3</b></p> <p><i>Display Slide #78: Goals of the Training</i></p>  <p style="text-align: center;"><b>Goals of the Training</b></p> <ul style="list-style-type: none"> <li>■ Recognize your own human biases</li> <li>■ Understand how implicit biases can affect your perceptions and behavior</li> <li>■ Understand how biased policing impacts community members and the department</li> <li>■ Develop skills and tactics to reduce the influence of bias on police practice and allow you to be effective, safe, and just police professionals</li> </ul>

In the first module, we covered the fundamental concepts of human bias:

- Bias is a normal human attribute; everyone, even well-intentioned people, have biases
- Biases are often unconscious or "implicit"
- Implicit biases are sometimes incompatible with our conscious attitudes
- Implicit biases can influence our actions
- Understanding how implicit bias can affect perception and behavior is the first step toward developing our skills to "override" our implicit biases.

We learned that there are two ways to impact on our implicit biases: (1) we can try to reduce our implicit biases, and (2) we can recognize our biases and override their impact on our behavior.

During this session, you are going to apply the skills and tactics that will help you be fair, impartial and thus effective police professionals.

The skills we will learn are important for all people, but particularly for police officers whose very effectiveness and safety depends on taking thoughtful, bias free actions, rather than impulsive, biased ones.

As we discussed earlier in this training, fair and impartial police officers are more likely to:

- Be effective at solving crimes and handling disorder problems
- Stay safe and go home at the end of the shift
- Enhance/promote trust on the part of the people they serve.

### ***Display Slide #79: Fundamental Concepts of Human Bias***

#### **Fundamental Concepts of Human Bias**

- Bias is a normal human attribute—even *well-intentioned* people have biases
- Biases are often unconscious or "implicit"
- Implicit biases are sometimes incompatible with our conscious attitudes
- Implicit biases can influence our actions
- Understanding how implicit bias can affect our perceptions and behavior is the first step to "override" implicit bias

### ***Display Slide #80: Fair and Impartial Police Officers are More Likely To:***

#### **Fair and Impartial Police Officers are More Likely to:**

- Be effective at solving crimes and handling disorder problems
- Stay safe and go home at the end of the shift
- Enhance/promote trust on the part of the people they serve

We have two exercises that will transition us into our coverage of skills.

**Skill #1:** Beware your implicit biases, challenge what you think you see. Implement controlled (unbiased) responses.

### **Exercise: Pantomime**

#### **Pantomime Discussion**

- What do you see happening in this scenario? (Probe as many responses from as many trainees as possible. Comment on the variations in observations.)
- Let's see the "back story/storyline" here. (Have the role players show the back story.)

#### **Debrief**

Some of you saw a medical emergency and others saw a crime in progress.

The point of the exercise is to show that people can interpret the same stimuli differently and our interpretations can be wrong.

The exercise serves to caution us to challenge what we THINK we see. When you approach a situation, don't assume your first impressions are accurate.

We are going to take a look at another scenario—one that depicts a very routine call for service.

**Note to Instructors:** Instructors should **NOT** announce the skill before the two exercises—Pantomime and Domestic Violence—as doing so could impact on how the recruits respond.

*The first exercise is "pantomime." The purpose of this exercise is to demonstrate how the same situation can be perceived in very different ways and our perceptions may be impacted by our implicit biases.*

*Instructors should refer to the pantomime instructions to implement the exercise. The pantomime exercise should be staged in a separate room from the classroom. Once the "back story" is demonstrated, return to the classroom to debrief the pantomime.*

**Note to Instructors:** Instructors should also mention any other interpretations that the recruits "saw" depicted in the pantomime.

### **The Domestic Violence Call–Role Play**

#### **Domestic Violence Call—Discussion/Debrief:**

*If the recruits seemed to originally assume the man was the abuser:*

- Whom did the responding team initially think was the abuser?
- On what did they base that assumption?
- What are the risks or other consequences associated with assuming one person, not the other, is the perpetrator?
- What skills do officers need to have to identify the right offender?

*If the recruits **did not** assume the man was the abuser:*

- Our team did not assume the man was the abuser? Do you think some police might make that assumption?
- On what basis might they make that assumption?
- What are the risks or other consequences associated with initially assuming one person, not the other, is the perpetrator?
- What skills do officers need to have to identify the right offender?

**Note to Instructors:** Refer to *The Domestic Violence Call Scenario*. Conduct the role play and debrief the trainees, including the trainees who responded to the scene. Instructors explain, if it is not yet clear, that the female is the abuser, not the male.

*Proceed with the questions at left, depending on whether the responding team identified the man as the abuser or the female as the abuser.*

**Potential responses to the “assumption” question:** Biases, generalizations about who commits domestic violence.

**Potential response to the “risk” question:** Focusing on a non-dangerous person when the other person may be armed and dangerous.

**Potential responses to the “skills” question:** Officers need to focus on the facts at hand and not generalizations about the demographics of who commits what types of crimes.

**Note to Instructors:** See potential responses above.

These two exercises are related to our first skill. It has two parts.

First of all: "Recognize your implicit biases."

The Pantomime taught us to challenge what we think we see.

The domestic violence role play reminds us to recognize that what we "see" might be impacted by our implicit biases.

As we have discussed, it is difficult to rid ourselves of our implicit biases that took a lifetime to develop. We can, however, make sure that our biases do not impact on our behavior. If you *recognize* the activation of an implicit bias, you can override it by implementing a "controlled," that is, an *unbiased* response. You can *behave* in a manner that is bias free.

Let's discuss how behavior might be impacted by a recognition that biases may be at work.

### The Case of Officer Taylor

Consider this situation. Officer Taylor runs the tags for warrants on all cars he passes that contain young Hispanic males and not on other vehicles.

What are the consequences of this narrow focus?

Researchers have documented this type of police behavior in White neighborhoods. Meehan and Ponder (2002) found that police were more likely to run warrant checks on African Americans than Whites in these neighborhoods, but less likely to find warrants on the African Americans compared to the Whites.

So these police were more likely to scrutinize and assume criminality on the part of the African Americans drivers, when in fact they were more "productive" running the plates of the White drivers.

### Display Slide #81: Skill #1

Skill #1: Recognize your implicit biases and implement "controlled (unbiased) responses."

**Potential response:** He misses the drivers with warrants who are not young, Hispanic males. He is profiling.

### Display Slide #82: Meehan and Ponder (2002)

#### Meehan and Ponder (2002)

- Found that police were *more likely* to run warrant checks on African Americans than Whites in white neighborhoods....
- but *less likely* to find warrants on the African Americans compared to the Whites.

How might Officer Taylor change his behavior after he recognizes his bias?

Here are some other examples for your consideration:

### **The Case of Officer Becker**

At accident scenes, Officer Becker always approaches the person with the newer model car and business attire first to get that person's version of what happened to the story.

What is wrong with this?

How might Officer Becker change his behavior if he recognizes his bias?

### **The Case of Officer Michaels**

Most of the time, Officer Michaels gives men tickets for minor traffic violations, but gives women just a "warning."

What is wrong with this?

If Officer Michaels recognizes this bias, how might he change his behavior?

The lessons from both of these exercises are: (1) Recognize your implicit biases, challenge what you think you see. (2) Implement controlled responses to override biases.

*Recognize your implicit biases:* That is, if you enter a domestic violence scene and have an immediate sense that the male is the perpetrator, be sure to challenge what you think you see.

*Implement controlled responses:* That is, recognize your implicit bias and proceed in a bias-free manner.

**Note to Instructors:** Instructors should engage the entire class in response to these brief case scenarios.

### **Potential Responses:**

*Run tags in a more discriminating manner; attend to other clues (e.g., behaviors) and not demographics.*

*Develop his own criteria that he will use for running tags (that is race/ethnicity-free).*

*Ask himself, "Would I be running this tag, but for..."*

You might test yourself with the question, “would I be proceeding this way, but for the fact that this person is Male? Asian? Black? Poor?”

### **What is a “Gut” Reaction?**

This skill—to recognize your biases—is related to what officers refer to as their “gut reactions.” You’ve heard officers refer to their “gut reaction” that “told” them that something was amiss, or you have had such a feeling yourself.

It is true that officers see things that others do not and draw conclusions that others would not have, based on their experience and training. Beware, however, that those “gut reactions” might also reflect your implicit biases. Why does that person seem suspicious to you? Are you picking up on behavioral cues and contextual elements that others would miss, or are you being impacted by the biases that we all have?

Officers need to rely on facts, intelligence and other valid information, not biased perceptions. Focus on the facts at hand and gather the additional information you need to understand the situation. Use critical judgment. Do not let the person’s gender, race, socio-economic status, age, etc. inappropriately impact on your assumptions and on your systematic information gathering. Don’t be “Susan Boyled.” Don’t be “taken in” or led astray by your biases.

Again, the first skill we have been talking about: Recognize your implicit biases and implement controlled (unbiased) responses.

### ***Display Slide #83: Beware Gut Reactions***

Beware: “Gut reactions” might be based on your biases.

### ***Display Slide #84: Skill 1 Again***

Skill #1: Recognize your implicit biases and implement “controlled (unbiased) responses.”

Let's move on to the other skills to produce fair, impartial and effective policing. The skills we will cover are as follows:

- Avoid profiling by proxy
- Analyze options with a fair and impartial policing lens
- Reduce ambiguity: slow it down, and
- Reduce ambiguity: engage with the community.

**Skill #2: Avoid "profiling by proxy"**

A key point about our discussion of biases is that this is an "affliction" of humans, certainly not just police. Above we cautioned you to recognize *your own* implicit biases and make sure that, when your biases are activated, you implement controlled (unbiased) behavior.

Now we similarly caution, "beware *other people's* implicit biases." Do not let another person's biases lead you to biased behavior.

That is, "avoid profiling by proxy."

For instance, you may be asked to respond to a call on the part of a resident where that person's concerns are based on their own biases.

**Display Slide #85: Skills to Produce Fair, Impartial and Effective Policing**

**Skills to Produce Fair, Impartial and Effective Policing**

- Avoid "profiling by proxy"
- Analyze options with a fair and impartial policing lens
- Reduce ambiguity: slow it down
- Reduce ambiguity: engage with the community.

**Display Slide #86: Avoid "Profiling by Proxy"**

**Skill #2: Avoid "Profiling by Proxy"**

Take a look at the call this officer gets.

Let's say you are the one called to this scene.  
What are you going to do and why?

Again, the lesson here is to avoid "profiling by proxy." You do not have to intervene in all situations to which you are called. You have been selected and are being trained so that you can exercise critical judgment. In the same way you are learning not to let your own biases impact your behavior, you need to ensure that others' biases do not lead you to engage in biased behaviors.

**NOTE:** When in doubt about the viability of not responding to a dispatched call, contact a supervisor.

**Note to Instructors:** Show the "What Would You Do" video from YouTube depicting a Birmingham (AL) police officer being dispatched pursuant to a 9-1-1 call of "inappropriate" behavior. [Find at [www.youtube.com](http://www.youtube.com) searching for "20/20 Social Experiment 2"; this scene starts at 1:07.]

Stop the video at the point that the officer arrives on the scene and ask trainees to consider: "What Would You Do?"

**Potential responses:** Officers may say that they have to intervene because someone called with a concern. The instructors should probe: Why do you have to intervene? Do you really have to respond to every behavior that the public finds offensive? What is the down side of doing that? Does the couple have the right to do what they are doing? Are they doing anything illegal? What if a devout Christian had called on a heterosexual couple kissing, would you intervene with them, too?

The recruits may suggest that they would just tell the couple that someone called. The instructors could engage the class in this discussion. Arguably just letting some people know they are offending others is all right to do, but coming from a police officer it is pretty coercive. Is that appropriate if the people are not violating any law?

**Skill #3: Analyze Your Options with a “Fair and Impartial Policing” Lens**

Here we challenge you to use an “FIP lens” to analyze the various options you have when responding to various situations. This lesson is most effectively conveyed through some exercises.

**Black Man in Car Discussion**

Consider the following call for service:

A woman, in an all White neighborhood, calls 9-1-1 to report a “suspicious man in a car” out in front of her house. It appears that the only thing “suspicious” is that this man is Black; the caller is unable to articulate or identify any behaviors that indicate criminal activity.

Identify three possible response options and list the pros and cons of each of the options.

**Display Slide #87: Analyzing Your Options with a “Fair and Impartial Policing” (FIP) Lens**

Skill #3: Analyze Your Options with a “Fair and Impartial Policing” (FIP) Lens

**Note to Instructors:** Divide the class into small groups of four (or so) recruits each. Then read the case scenario and ask the groups to identify three response options and list the pros and cons of each option.

After the trainees have a few minutes to generate some options, have a “round-robin” discussion. The purpose of this discussion is not to identify “one right answer,” but rather to engage the trainees in a pro/con discussion that reflects their new “FIP lens.” A key point is that they should not select their intervention based on what the caller thinks is happening. They should exercise their own critical judgment and use their “FIP lens.”

Instructors should ask one group to share one response option and the pros and cons of it. The instructor would move to the next group to get a different option and stop when no group has a new option.

**Potential responses:**

**Go to the car door of the man and inquire as to his business or to see if he is lost.** The recruits might add that they will do this in a very friendly manner. Pros include acting in accordance with the caller’s request—

The point of this discussion is not to designate one action as “the right one,” but rather to have you think through such situations in just the way we did—through a “fair and impartial policing lens.” This includes having empathy for the person who could be the subject of your interventions. In discussions of this scenario nationwide, many officers are immediately inclined to have empathy for the woman caller. They less frequently consider the situation from the man’s point of view.

*making sure that, in fact, no crime is occurring. Cons include the likelihood that the cop is “racial profiling by proxy.” Key to the discussion of this option is having the recruits understand this option from the vantage point of the man in the car. Many men of color report that these types of approaches by police are common. While people will react differently, some men of color will be quite angry at having to, as one chief put it, “justify their existence on the White streets of America.” Reflect on the lesson in the previous unit, perceptions of biased policing can reduce perceived legitimacy of police, cooperation, etc.*

**Contact the caller for more information and, if none can be provided to justify intervention with the man, explain to her why you will not intervene.** *The recruits might be aware that walking up to the front door of that caller is not advisable in some neighborhoods; they might choose to call her or have the dispatcher make the call to find out if there is additional information that might indicate criminal behavior. If none, the officer could reinforce the woman for calling, but educate her as to what to look for in the future – behavior that indicates criminal activity. Pros: We do not act on her biases and possibly offend the man in the car. Con: The caller may be upset that nothing was done. Another stated “con” might be that the person may, in fact, commit a crime after the officer leaves. Here the instructors can point out that police must do their jobs based on the information they have and not based on conjectures about “what if.”*

**Drive by the car to see if any criminal activity is indicated.** *Pro: The person making the call knows (if she sees the car drive by or is so informed) that the police did something. The police do not potentially offend the man with a car-door query. Con: The caller may not be fully satisfied with the action; the man in the car may perceive that*

Let's change the scenario a bit. You get the same call, but this time the description given by the woman is consistent with a description of a person in a vehicle who committed a home burglary in the area. You approach the man and ask him what he is doing there. He convinces you that he is not a burglar. He is angry that you have approached him and he accuses you of biased policing. How might you respond?

The key is to reduce the man's frustrations/anger. This might be done by providing him with specific information regarding the recent burglary and the extent to which he matched that person's physical description and had a similar car. The officer might even have the dispatcher read the BOLO over the radio so the subject can hear the details. Trainees might also suggest:

- ✓ "I understand why you might be angry, frustrated."
- ✓ "I am sorry for the inconvenience."
- ✓ "Here is my card. Feel free to call me if you want to follow up later."

Similarly, let's say you have made a legitimate traffic stop and the woman in that situation accuses you of stopping her because she is Hispanic. How might you respond?

*a police car is driving by because he is a Black man in a White neighborhood.*

**Note to Instructors:** *Instructors engage the trainees in a discussion of possible responses.*

*The instructors should listen to various options that trainees might suggest. Instructors should discourage having trainees try to talk the woman out of her perceptions, suggesting that these conversations are at high risk of spiraling into an argument that will not change the woman's mind and will not change the officer's mind.*

*During this discussion, the instructors might have occasion to note that the woman might be right—that bias did impact the officer's decision to stop her.*

*Reinforce the following response: "I am sorry that you feel that way, but I stopped you because....."*

*This two-part response acknowledges the person's concerns and steers the conversation back to the business at hand.*

**Note to Instructors:** *If needed, a 10-minute break may be appropriate here.*

### Case Scenario Exercises #1-6

Now you are going to break into small groups and respond to various scenarios.

Read through your situation and answer the questions at the end.

### Summary of Skill

The intent of these various discussions and exercises is to encourage you to analyze your options with a fair and impartial policing lens. Those FIP lens bring together some previous lessons and some new ones. With your FIP lens, you:

- Challenge what you think you see
- Recognize your own biases
- Recognize others' biases
- Consider the options that would be bias free
- Consider the viewpoint of the people with whom you are dealing
- Minimize negative impacts on those individuals (including potential perceptions of bias policing) with your strong communication skills

**Note to Instructors:** Create up to six groups. Assign each group to one of the six scenarios in the trainees' manual. [Trainers should not use "Men at the Door" if they believe that the trainees are familiar with, and may be influenced by, the well-publicized case of Dr. Henry Louis Gates and the Cambridge (MA) Police Department. While created prior to the actual incident, this case scenario is similar to the facts of that incident. This influence may vary by region.]

The instructors call on the various groups and have them walk through their questions and answers.

### Display Slide #88: With Your FIP Lens

#### With Your FIP Lens...

- Challenge what you think you see
- Recognize your own biases
- Recognize others' biases
- Consider bias-free options
- Consider the viewpoint of people with whom you are interacting
- Minimize negative impacts (including potential perceptions of biased-policing) with strong communication skills

#### Skill #4: Reduce Ambiguity – Slow it Down

Let's move on to our last set of skills. Recall that we used the audience's reaction to Susan Boyle to understand implicit biases. Recall that we:

- Prejudge people who are "ambiguous stimuli"
- Attribute group stereotypes, biases to them
- Do not always know we are doing this

Understanding that we are at risk for allowing stereotypes and biases to influence our behavior especially when we are in an uncertain situation—not quite knowing what to expect—produces our next two skills.

- Reduce ambiguity: Slow it down, when feasible.
- Reduce ambiguity: Engage with community members.

Let's start with the first one. Veteran officers and law enforcement trainers promote the technique of consciously slowing down a police response when it is viable to do so.

Slowing down the response allows officers to analyze the legitimacy of their initial impressions and use their observational and analytical skills to effectively assess the situation and devise the appropriate response.

#### Man on the Porch Exercise

Let's take a look at how we respond to a complex and ambiguous set of circumstances that test our implicit biases.

The key lesson from this exercise is that you should, when you can, slow down your response and make ambiguous circumstances UNambiguous. Gathering more information before you act can reduce the possibility that you might act on your biases.

#### Display Slide #89: Reduce Ambiguity

### Skills #4 and #5: Reduce Ambiguity

- #4: When feasible, "slow it down"
- #5: Engage with community members

**Note to Instructor:** Instructors implement "Man on the Porch" exercise. See instructors' notes and trainee handouts. The purpose of this exercise is to show how much better decisions can be when they are thoughtful and deliberate. It highlights how making decisions in haste can lead to deadly decisions, possibly decisions based on biases, especially when we are confronted with ambiguous circumstances.

**Skill #5: Reduce Ambiguity—Engage with community members**

The second skill linked to reducing ambiguity is “engage with community members.”

Recall our earlier discussion of the “contact theory.” Researchers have determined that positive contact between members of groups improves inter-group attitudes and reduces biases.

This occurs because that positive contact serves to reduce ambiguity. It reduces ambiguity about individuals and even about communities more broadly.

You are more likely to be a fair and impartial officer if you take the time to get to know the communities to which you are assigned, get to know the individuals in those communities.

How might you do this? Write down three very specific things you could do in a week’s time that involves engaging with people in a community.

Think of the youth in the community, the parents, the other adults, including business owners. How might you get to know the members in the community to which you are assigned?

**Display Slide #90: Contact Theory Revisited**

**Contact Theory: Revisited**

Positive contact between members of groups improves inter-group attitudes and reduces both explicit and implicit biases.

**Display Slide #91: Connecting with Community**

Write down three very specific things you could do in a week’s time to engage with members of a community.

Think of youths, parents, other adults, business owners.

*Instructors ask one person to share one action that s/he listed. Instructors ask, “who has something else” until most new ideas have been shared. The answers could be listed on easel paper.*

Both of our final two skills are linked to the fact that we are at greatest risk of attributing group stereotypes to stimuli that are ambiguous. So that you can be fair and impartial police officers:

- Slow it down, when feasible.
- Engage with community members.

### Summary of Training

This brings us to the end of this training session on fair and impartial policing. Let's review the key points from the three modules:

#### Summary of Key Points in Module 1

All people, even well-intentioned people have biases. They can be implicit (that is, unconscious).

We prejudge people we do not know.

We fill them in with group stereotypes.

Recall "Susan Boyle"

Often, we do not know we are doing this.

**Policing based on biases can be unsafe, ineffective and unjust**

#### Examples:

Recall the shoot, don't shoot research of Josh Correll; not shooting the White man with the gun can place officers in danger.

#### **Potential Responses:**

- ✓ Join youth when they are playing basketball.
- ✓ Develop innovative ways to engage in police-youth dialogue.
- ✓ Visit the businesses and converse with the business owners.
- ✓ Ask to be included at gatherings of community subgroups (e.g., block party).
- ✓ etc.

#### **Display Slide #92: Summary of Key Points—Module 1**

#### **Summary of Key Points: Module 1**

- All people, even well-intentioned people have biases
  - They can be "implicit" (unconscious)
- Policing based on biases can be unsafe, ineffective and unjust

In the scene from "Money Train" the elderly woman was the thief.

We talked about how some people, maybe including police, may treat the homeless.

Recall the Man and Woman with a Gun and Domestic Violence role plays.

### Summary of Key Points in Module 2

**Biased policing can have negative consequences for community members and the department**

Biased policing can have a potent impact on individuals and the relationship between the community and the police department—eroding community trust.

Community trust is essential for cooperation and for the support of individual officers and the department.

Community trust is essential for the police to be viewed as a legitimate authority.

### Summary of Key Points in Module 3

We learned in this last module that to be a fair and impartial officer, you need to:

- Recognize your implicit biases and implement "controlled" (unbiased) responses, behaviors.
- Avoid "profiling by proxy."
- Analyze options with a fair and impartial policing lens.
- Reduce ambiguity: (a) slow it down, when feasible, and (b) engage with the community.

### *Display Slide #93: Summary of Key Points—Module 2*

#### **Summary of Key Points: Module 2**

- Biased policing has negative consequences for community members and the department
  - Biased policing erodes community trust
  - Community trust is essential for cooperation and support of officers and the department
  - Community trust is essential for police legitimacy

### *Display Slide #94: Summary of Key Points—Module 3*

#### **Summary of Key Points: Module 3**

To be a fair and impartial officer, you need to:

- Recognize your implicit biases and implement "controlled (unbiased) responses"
- Avoid "profiling by proxy"
- Analyze options with a fair and impartial policing lens
- Reduce ambiguity: (a) slow it down, and (b) engage with the community.

**Closing**

We hope that this training addressing fair and impartial policing has provided you with a better understanding of the science of human bias and how our perceptions and behaviors can be affected by our biases.

We hope that we have renewed your appreciation for the negative impact that biased policing has on our communities and our law enforcement agencies.

Finally, we hope that skills you have developed during this training session will serve you well as you enter the police profession serving your agencies and your communities.

We thank you for your time and attention today.

*Display Slide #95: Thank You!*



**THANK YOU!**