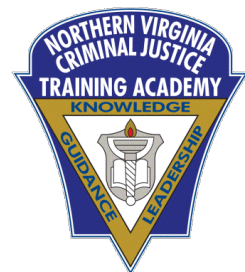
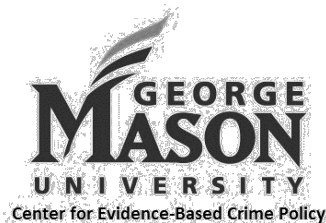


Building Trust with Communities Modules Guide

For use with the Building Trust with Communities Website
<http://cebcp.org/evidence-based-policing/building-trust/>

Developed by
The Center for Evidence-Based Crime Policy, George Mason University
& The Northern Virginia Criminal Justice Training Academy



Introduction to this Guide

This guide presents direction on navigating the “Awareness”, “Education and Training” and “Action and Leadership” modules of the Building Trust with Communities Web Resource from the Center for Evidence-Based Crime Policy (<http://cebcp.org/evidence-based-policing/building-trust/>). **The purpose of this guide is to provide step-by-step direction for navigating each module, with follow-up questions and ideas to facilitate discussion.** The total amount of time needed to complete this program is 5 hours (1.5 hours for “Awareness”, 2 hours for “Education and Training” and 1.5 hours for “Action and Leadership”).

We encourage agencies, units, and academy or in-service classes to work through each of the three modules in a positive and encouraging learning environment. The objective of these modules is to challenge currently held beliefs and attitudes, increase critical thinking and learning, and develop both knowledge and empathy about the relationship between police and citizens, and in particular, between police and communities of color.

Specifically, the objectives of these modules include:

- To consider our beliefs and reasons for those beliefs about communities and their relationship with the police.
- To understand differences between perceptions and facts, and why both are important to building trust and confidence.
- To consider how community members view the police and what shapes their perceptions.
- To consider possible benefits in re-thinking your agency’s approach to engaging with your community.
- To critically assess where your agency might need improvement, and how members of the community might be involved in helping the police department advance its mission.

Thank you for your interest in this resource. Please feel free to contact our team with your comments and suggestions:

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1. Awareness Module Guide

This guide presents direction on navigating the “Awareness” page of the *Building Trust with Communities* Web Resource. For each video block on the webpage, we provide ideas for possible questions in which to use for discussion and learning. Feel free to modify to the needs of your agency. The approximate time to complete this module is 1.5 hours.

Step 1: Watch Director Comey’s Video

1. Why do you think it is difficult for the law enforcement community to talk about the relationship between policing and communities of color?
2. What are some reasons why communities and police officers hold stereotypes and prejudices with each other?
3. Do you agree/disagree with Comey that officer mentality towards different types of people (race, gender, orientation, etc.) changes as an officer moves through his/her career? How might an officer’s perceptions change, and what might be some reasons for those changes?

Step 2: Watch “A Conversation with My Black Son”

1. What were your initial reactions to this video? Can anyone within the group relate to this video (have they had these types of conversations about the police with their children)?
2. Race and policing can be a very polarizing topic. How can such a controversial conversation area be approached within the law enforcement community?
3. What tangible strategies can law enforcement agencies take to change the way communities view the police generally, or how specific communities may view officers?

Step 3: Examine the evidence in “Research Findings: The Perception Gap.”

There are substantial differences in the confidence that blacks and whites have in their local police forces. For instance, whites are twice as likely as blacks to express at least a fair amount of confidence in police officers in their communities to treat blacks and whites equally (72% of whites vs. 36% of blacks) (Pew Research Group). Furthermore, according to the 2014 Gallup poll, black Americans have significantly lower levels of confidence in the police as an institution, and lower assessments of the honesty and ethics of police officers specifically.

1. Do you think these perceptions reflect reality? In what way?
2. For those officers attending in-service training: Have officers anonymously jot down on a piece of paper what characteristics they look for when stopping vehicles or pedestrians. Encourage them to be as honest as possible. Collect and read aloud. Encourage a discussion about whether they feel some of these characteristics are connected with race or ethnicity. (This exercise can be connected to implicit bias exercises).

Step 4: Listen to the podcast within “Police Officer Perspectives” and watch the video “Why Words Matter”

1. As you listen to these podcasts, write down what you think may work to build trust with the community.
2. Can you recall any specific contacts you have made with a member of the community that may have improved or worsened that individual’s view of the police?
3. How do you think the community members you interact with on a day-to-day basis feel about the police? What is the basis for your answer?
4. Do you actively seek opportunities, small and large, to help build positive perceptions and trust with community members? What possible actions can we take every day as law enforcement officials that sends a positive message to the community and support trust building?
5. Can you think of examples of how words, either used by officers to each other or by officers to members of the community, can lead to an unprofessional working environment and poor relationships?
6. What is your response to the idea that comments in the past that were once brushed off as “tasteless” are now considered inappropriate and offensive? How important is it for law enforcement agencies to keep up with this knowledge?

This is the end of module 1. Proceed to module 2: Education and Training.

2. Education & Training Module Guide

This guide presents direction on navigating the “Education & Training” page of the *Building Trust with Communities* Web Resource and questions to use after watching the videos or using the content to help with group discussions. Feel free to modify to the needs of your agency. The approximate time to complete this module is 2 hours.

Step 1: Watch the “Fair and Impartial Police Training” video and take the Implicit Bias and Weapons Bias tests provided by Project Implicit. Then answer the questions below.

1. After watching Dr. Fridell’s video, take the Implicit Bias and Weapons Bias tests, provided by Project Implicit at Harvard University:
<https://implicit.harvard.edu/implicit/takeatest.html>
2. What is implicit bias and what might be the consequences of implicit bias for daily police activities?
3. Professor Fridell provides an example of how implicit bias can create dangerous situations for officers. Can you think of other examples that could lead to problematic situations when such biases are present?
4. What are your initial reactions to the results of your implicit bias test? Do you think this is something all officers should take (and why/why not)? How about community members?
5. How can your agency assess whether implicit bias negatively impacts your policies and practices, and what are some tangible solutions to reduce the negative effects of implicit bias in your organization?

Step 2: Watch Professor Joseph Williams’ two-part series: Part I “Stereotypes and Biases” and Part II: “Evidence-Based Strategies to Overcoming Stereotypes”. Then answer the questions below.

1. Explain the difference between implicit and explicit stereotypes.

2. If mood and emotions have an impact on how people may react to certain individuals or situations, what do you think officers can do to overcome some of these human tendencies?
3. Choose two of the seven strategies Professor Williams provides for identifying and addressing implicit stereotypes that you think are most feasible for police training.

Step 3: Watch both Part I and Part II of “Intercultural Communication and Law Enforcement” by Professor Mark Hopson and answer the questions below.

1. What are some of the perceptions that might exist about different minority communities at your organization?
2. Choose an activity you carry out each day in which you interact with citizens. How do you think your perceptions of people from other cultures impact this activity?
3. How can information about another person’s culture help you be a more effective communicator and police officer?

Step 4: Watch “Procedural Justice and Police Legitimacy” and answer the questions below.

1. What does “procedural justice” mean? Describe a scenario in which a police officer has an opportunity to improve his or her procedural justice with citizens.
2. What are some benefits for police in using procedural justice?
3. Aside from training, how can procedural justice be introduced into your unit, and how might officers be held accountable for being more procedurally just?

Step 5: Watch “What Does Procedural Justice Mean for the Police?” and answer the questions below.

1. Based on Captain Brown’s description of procedural justice, do you find this practiced by your agency and officers/deputies with regularity?
2. How could procedural justice impact the trust and relationship you have with your community?
3. Do you think that procedural justice practiced within the organization translates to procedural justice being practiced by officers in the community? Why?

4. If there are low levels of procedural justice within your organization, identify where and how you can reasonably make a difference (e.g., interactions between squad members, changes between sworn and civilian employees, communication and interactions across ranks or units).

Step 6: Explore the additional resources provided.

1. **The Case for Procedural Justice:** This e-newsletter from the Office of Community Oriented Policing Services at the Department of Justice (COPS Office) discusses the use of fairness as a crime prevention tool. It offers strategies for implementation that can be applied by police departments to enhance procedural justice.
2. **Implementing Procedural Justice Nationwide:** This video features Professor Robin Engel of the University of Cincinnati discussing procedural justice research and how police departments across the nation are looking to change their tactics.
3. **COPS Office Toolkit:** This publication provides guidance to federal, state, local, and tribal law enforcement agencies; fusion centers; community members; civic groups; and other interested parties on developing relationships of trust, particularly with minority and immigrant communities. It focuses on law enforcement agencies and their relationships with community members in relation to building community confidence, increasing police legitimacy, addressing neighborhood problems of crime and disorder, and improving the quality of life in all communities.
4. **Information on obtaining Fair and Impartial Police Training:** This link provides the information necessary to obtain training in fair and impartial policing. The training is provided at the recruit and patrol officer level, first-line supervisor level, mid-management level, and command level. There is additional information on training new trainers in fair and impartial policing.
5. **"Fair and Impartial Training" by Lorie Fridell:** This is a link to an article about fair and impartial training in *The Police Chief* magazine.

This is the end of module 2. Proceed to module 3: Action and Leadership.

3. Action & Leadership Module Guide

This guide presents direction on navigating the “Action & Leadership” page of the *Building Trust with Communities* Web Resource. The questions presented here might be more appropriate to law enforcement leaders, but can be modified for training at the academy or in-service level. Feel free to modify to the needs of your agency. The approximate time to complete this module is 1.5 hours.

Step 1: Watch Director Bill O’Toole of the Northern Virginia Criminal Justice Training Academy explain the importance of re-examining training programs to ensure they emphasize the rebuilding of community trust. Then answer the questions below.

1. Consistent and regular training in policing is one of the most important aspects of a professional and effective organization. In reviewing your training curricula (academy, in-service, etc.), to what extent are some of the lessons presented in this Building Trust with Communities’ program incorporated?
2. Are students receptive to this information, and how are they assessed with regard to retention and accountability of this information?
3. As a leader in the law enforcement profession, what would your recommendations be for making the current training you receive regarding building trust with the community actionable?

Step 2: Watch both of the “Chief’s Perspectives” videos and then answer the questions below.

These videos offer perspectives from Chief Joseph Price (Leesburg, Virginia, Police Department) and Chief Earl Cook (Alexandria, Virginia Police Department). Chief Price discusses the importance of re-examining use of force policies in light of recent events. Chief Cook describes changes and improvements that he has seen over the four decades of his service as a police officer, and what departments can do to continue to move forward to build trust with the community.

1. In what ways has the term “leadership” changed in policing? Do police leaders, commanders, and supervisors need different skill sets today than one, two or three decades ago, and what are those skill sets? How is your agency fostering those skill sets and mentoring up-and-coming leaders?

2. What are the most important policies and internal practices that a department should target for analysis and adjustment to strengthen the relationship it holds with the community generally, and its citizens more specifically?
3. What internal policies, cultures, and practices inhibit your police agency and its leaders from moving forward to establish stronger relationships with its community, and what tangible steps might your agency take to loosen or remedy these inhibitors?
4. What is the relationship between use of force and trust within the community?
5. How do you think you might be perceived by the community if your primary mode of operation is that of “warrior” rather than “guardian” (or vice versa)? How is your trust within the community impacted by both these modes?
6. Discuss the recommendations by Chief Cook in building trust within communities. How might your agency change its practices to be more aligned with his recommendations?

Step 3: Watch Captain Gregory Brown in “Supervisors/Leaders and Organizational Change” discuss the importance of supervisors and leaders in achieving difficult changes in the police organization to improve trust and satisfaction with the community. Then answer the question below.

1. Leaders must engage members from all levels of the organization to achieve effective change, and messages are diluted as they trickle down from the top. What are some ways that leaders can involve front-line officers in organizational change to build trust and confidence with the community?

Step 4: Explore the additional resources provided regarding “Community Engagement and Taking Action”

1. **Race and Policing:** An Agenda for Action proposes policy options and discussion points for police agencies and officers regarding race and law enforcement. The authors divide this agenda into two parts: The first, ‘Strategic Voice’, discusses what police should advocate regarding policy to mitigate the effects of race in law enforcement. The second, ‘Tactical Agency’, proposes options for what the police can do on their own to address race both within their organization and in the community at-large.

2. **Building Relationships of Trust:** This COPS Office report provides sixteen recommended steps and related action items to building collaborative, trusting relationships between law enforcement and the communities they serve.
3. **Diversity in Law Enforcement:** This literature review provides a recent review of available research regarding diversity in law enforcement. It is designed to offer a cross-section of relevant information to be helpful and informative to the Task Force on 21st Century Policing.
4. **National Initiative for Building Community Trust and Justice:** This initiative is designed to improve relationships and increase trust between communities and the criminal justice system. It provides resources, information about pilot sites, and the opportunity to get involved with the initiative.