

140606

BASIC COURSE UNIT GUIDE

KD 1

HISTORY AND PROFESSIONALISM

This unit guide covers the following performance objectives contained in *Performance Objectives for the POST Basic Course*:

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|-------|-------|-------|
| 1.1.1 | 1.3.3 | 1.6.1 |
| 1.1.2 | 1.4.1 | 1.6.2 |
| 1.2.1 | 1.4.2 | 1.6.3 |
| 1.3.1 | 1.4.3 | |
| 1.3.2 | 1.4.4 | |

Revised July 1992

NCJRS

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ACQUISITION



THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING

STATE OF CALIFORNIA

This unit of instruction is designed as a *guideline* for performance objective-based law enforcement basic training. It is part of the POST Basic Course guidelines system developed by California law enforcement trainers and criminal justice educators for the California Commission on Peace Officer Standards and Training.

This guide is designed to assist the instructor in developing an appropriate lesson plan to cover the performance objectives which are required as minimum content of the Basic Course.

140606

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UNIT GUIDE 1

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PERFORMANCE OBJECTIVE 1.1.1

Given a direct question, the student will identify the following historical events which marked the development of law enforcement in the United States.

- A. The colonist brought the practices of English common law, the "watch-and-ward" system, and the county form of government to the American colonies
- B. The urbanization of America produced big-city police departments
- C. As the automobile increased mobility, state and national law enforcement agencies were created to enforce laws across county and state boundaries
- D. Modern day law enforcement is characterized by "professionalism" and the use of technology to improve communications and mobility

CURRICULUM

A. Introduction

1. Various college subjects such as psychology and sociology sometimes are said to have long pasts, but short histories. By this it is meant that there is evidence these subjects have been studied through many phases of history, although actual collection of related material is comparatively new.
 - a. Law enforcement, to some degree, is in a similar situation.
 - b. However, history not only indicates some study of law enforcement, but there is also considerable evidence of enforcement activities.
2. The history of law enforcement is the history of man's striving to protect himself. The need for control of human conduct has always been present, because crime in some form has always been with the human race. This isn't a lesson on what causes criminality. To that question, there may not be a single answer. This is a lesson in how man came to develop the sophisticated police agencies of today.
3. Often, to understand the history of a movement is to understand the movement itself. Remember that the police derive their power from the people. They are part of the people and the people created them to act as their protectors. In other words, the police emerged from the people out of a common need. As the need for protection increased, the police had to develop more effective ways of protecting the public. With the development of research, education and scientific gadgetry, we have arrived at today's modern police.
4. The legal authority for police agencies in the United States is derived from the people as documented in:
 - a. U. S. Constitution

(1) 10th Amendment (Power not delegated to the States by the constitution or prohibited by it to the States are reserved for the States).

b. California State Constitution

(1) Article 11-11 permits cities and counties to enact regulations for police and other public safety agencies.

(2) Article 11-8-12 establishes power to create police, courts, and schools by cities and counties.

B. Historical Development of American Law Enforcement

1. Law enforcement development went through five distinct stages:

a. Early history from prehistoric period of pre-Industrial England.

b. Industrialization of England to U. S. colonial period.

c. American colonial development until early industrial period.

d. Urbanization of America when people moved off the farms to the large industrial cities.

e. The modern police period which began sometime after World War II.

2. For our purposes, it is not important to remember specific dates, but it is important to know the basic principles and concepts involved in the development and foundation of our present system.

C. Early Law Enforcement

1. Imagine prehistoric man as being a member of a small family group remaining together for mutual protection from the environment.

a. The very first primitive men stayed apart from each other.

(1) Survival was of foremost importance.

(2) Mankind was never without some form of law.

(3) The strong could be independent.

(4) The meek and weak were compelled to unite for survival.

b. Then early man banded together to achieve protection.

(1) From beasts and other men.

(2) From roving groups following food.

(3) Strongest and most dependable persons were assigned to watch during night.

- (4) No rules set-down for group conduct.
 - c. As family groups formed into tribes, they appointed the most reliable men to protect the interest of the clan (i.e., against hostile clans and enforcing customs or regulations developed by the tribe; thus, a Kin Policing System).
 - d. Punishment for violation of rules or non-conformity was quick and probably best characterized by the principle of "an eye for an eye."
2. Society became more sophisticated and complicated eventually leading to laws and law enforcement.
- a. Laws which were in many cases passed by word of mouth, were recorded and codified; that is, organized in a logical order and published for all to know.
 - b. This codification created the need to define what a crime was, as well as to set a punishment or penalty. Thus was established the concepts of:
 - (1) "The punishment must fit the crime."
 - (2) The more serious the crime, the more serious the punishment.
 - c. The advent of more complicated laws generated the need for a structure or mechanism for enforcing the laws. Initially, laws were enforced without courts, usually by the military or some other form of law enforcement.
 - d. Rule of the Middle East by kings brought the onset of definitions of crimes.
 - (1) The Babylonian king, Hammurabi, in particular, is given credit by criminologists today for establishing the first code of offenses and their corresponding penalties.
 - (2) Under the rule of kings, enforcement became the primary duty of special officials appointed by the king and, as previously described, penalties were of a retributive nature as previously described ("eye for an eye" concept).
 - (3) Hundreds of years would pass before any semblance of a court system as we know it would emerge.
- (4) Also credited as having originated during this period was the "classical" school of criminology--"the punishment must fit the crime, the more serious the offense, the more serious the punishment," etc.
- e. The rise of the Greek city-state also brought about similar development but, instead of the king being the source of power, the city or its citizens or representatives were the source of

power. The concept that power for law enforcement came from the people in Athens.

3. The Roman military was a prime force in the maintenance and enforcement of Roman law, and soldiers were used in law enforcement. This became the model for other nations and is still found in some nations today.
 - a. Use of soldiers to patrol streets (this was an extension of Caesar's authority);
 - b. Uniform was symbol of their authority;
 - c. Other nations copied the Roman military police system.
4. Following the decline of the Roman Empire, and for the first five centuries A.D., enforcement of law is historically somewhat blank.
5. Not until the "Feudal System" of England, 700 A.D., are we again able to trace a pattern of law enforcement. The following 1100 years produced changes which are still reflected in our policing system today. Thus, contemporary law enforcement began in England around the year 871 A.D. during the Anglo-Saxon Period (700 A.D. to 2000 A.D.)
 - a. A system which had its development in France established the responsibility of each man for his neighbor. Group responsibility for each man resulted in the English community type policing system (called Shires).
 - (1) The Frank Pledge System was an attempt to solve the crime problem by making the entire community responsible.
 - (2) King Edward I created the first official police forces in large towns of England.
 - (3) Sheriffs were appointed by the kings to maintain peace in the various Shires during the Norman Period.
 - (4) This kind of law enforcement relied heavily on self-government and local rule. Consequently, much corruption developed and many crimes were unreported because of the concept of each man being responsible for the crimes of another.
 - b. During the Norman Period (1000 A.D. to 1200 A.D.), there was a further defining of the power of the state as well as defining its law enforcement responsibilities.
 - (1) William the Conqueror brought about national vs. local rule.
 - (a) National rule vs. local rule
 - (b) Taxation at national level with the sheriff becoming the tax collector.

- c. The Magna Carta, in 1215, became the first major effort under English law to define the powers of the king and the church and had a major effect on subsequent developments.
- (1) A document, which was signed under duress-by King John in 1215, marked the birth of British democracy.
 - (2) The Magna Carta guaranteed basic civil and political liberties to the people as well as to the nobles.
- d. During the Westminster Period, (1285 to 1500) the Tithing System declined because of gross inefficiency and, in 1285, the Statute of Westminster became a genuine effort to establish a police system known as the "Watch and Ward."
- (1) As derived from the Statute of Westminster, the "watch and ward" system was set up to give protection to free men and to define limits of interference with a man's freedoms.
 - (2) Certain operational positions of modern law enforcement came into operation during this period:
 - (a) Defining the Sheriff's law enforcement responsibility,
 - (b) Watch and Ward - night and day guard set-up in walled cities,
 - (c) Bailiff as chief city police officer,
 - (d) Private police or commercial police hired by merchants,
 - (e) Position of sergeant or assistant to the bailiff,
 - (f) Creation of a national court system,
 - (g) Development of terminology and concepts - the law, felony and misdemeanors,
 - (h) Development of the concepts of citizen's arrest, fresh pursuit, suspension of sentence, releases on own recognition were in development.
- e. With the coming of Oliver Cromwell (1600), there was a return to military type rule. But this was only a temporary suspension in the development of the English Constitution and law enforcement principles.
- (1) Under Cromwell, England was divided into 12 police districts which were under jurisdiction of the military police
 - (2) Provost Marshal
 - (a) One for each district

(b) Had police and judicial power.

f. With the reestablishment of the monarchy which lasted into the 1700's, we note a shifting of power from the king to free men; also, there was a movement from rural to urban centers. All these forces were to have a subsequent effect on law enforcement development.

(1) Because of the transition from a rural to urban way of life, crime continued to increase in spite of consistent efforts utilizing differing law enforcement controls.

(2) Numerous systems of policing were developed and tried, all of which contributed to an eventual standardized police force.

D. Industrialization of England

1. As England changed from a quiet, agrarian country to a major industrialized society, old methods of law enforcement were unable to handle the different and more complex criminal problems.

a. Crime in England was extremely high during the industrial revolution, much of it due to craftsmen being replaced by machines.

b. There were many different types of police organizations during this period.

(1) Merchant police

(2) Dock police

(3) River police

(4) Night watch

(5) Sheriff

(6) Bailiff

2. The modern policing era probably began in the early 1700's and can be traced to the creation of a police force in London called the Bow Street Runners by Henry Fielding in the 18th century.

a. Henry Fielding (author of TOM JONES) was a magistrate in the early 1700's. He promoted the idea of paid police, advocated detectives and police courts, organized foot patrol, mounted patrol, and police training.

b. The Bow Street Runners were so named because victimized persons could report crimes and all facts pertaining to them to Fielding at his residence on Bow Street. A small group of men employed by Fielding called "runners" were then sent out to investigate.

For apprehension of suspects and recovery of property, the runner would be given a reward by the victim. They were the first to be uniformed and probably the forerunner of our Detective Unit.

3. Metropolitan Police Act 1829

- a. Sir Robert Peel, considered the father of modern law enforcement, accomplished the most effective advancement in law enforcement to that time. As home secretary, he introduced the Metropolitan Police Act of 1829. Then, as a result of this act, he organized and consolidated all London police into one well-trained body (nick-named "Bobbies").
- b. As Home Secretary of England, Peel convinced Parliament that the poor quality of policing was the causal factor to social disorder.
 - (1) His recommendations for improvement and implementation were accepted and provided for by the 1829 Act.
- c. His fundamental principles for organization are just as applicable today as they were then.
 - (1) The police must be stable, efficient and organized along military lines.
 - (2) The police must be under government control.
 - (3) The absence of crime will best prove the efficiency of the police.
 - (4) The distribution of crime news is essential.
 - (5) The deployment of police strength, both by time and area, is essential.
 - (6) No quality is more indispensable to a policeman than a perfect command of temper; a quiet, determined manner has more effect than violent action.
 - (7) Good appearance commands respect.
 - (8) The securing and training of proper persons is at the root of efficiency.
 - (9) Public security demands that every police officer be given a number.
 - (10) Police headquarters should be centrally located and easily accessible to the people.
 - (11) Policemen should be hired on a probationary basis.

(12) Police records are necessary to the correct distribution of police strength.

- d. The reforms of Peel were adopted on a national scale.
- e. Obligatory Act of 1856 required every county to create a police force. Prior to this, an individual county had a choice whether or not to abide by the Metropolitan Police Act of 1829.

E. Law Enforcement in the American Colonies

- 1. Settlers brought with them the English Common Law.
- 2. Geographical areas of settlement by the colonists greatly affected the kind of law enforcement used.
 - a. Settlement in the northern colonies, whose dependence was on commerce and industry, tended to form the protective alliance of the "Watch and Ward" system - or Constables.
 - b. Those settling in southern colonies, finding a more rural and agricultural community, developed the county form of government (the sheriff) for protection.
 - c. Because of their suspicion of authority from the old country, these offices were elective for short periods of time.

F. U. S. Urbanization and Law Enforcement

- 1. The early American policeman.
 - a. Development of municipal policing was slow because of the rural character of the home. As this changed, so changed our needs.
 - b. The first police departments faced many of the problems that they still face today.
 - c. Political control seemed to be the major problem of those early forces and many reform attempts were undertaken.
 - d. Although most police agencies were notoriously inefficient due to political manipulation during the Spoils Era, modern policing in the United States was under way.
 - e. Efforts to reduce this political interference led to the Pendleton Act of 1883 which provided for civil service.
- 2. As cities and counties developed, police problems multiplied on a statewide basis.
 - a. Very often criminals operated throughout the state.
 - b. The Texas Rangers, the first form of a state police, was organized in 1835 to deal with cattle rustling, Indians, outlaws, etc.

- c. The greatest development, however, occurred after World War I, and today all states have some form of state law enforcement.
 - (1) Some are restricted to enforcement of vehicular laws and highway safety, while others have been given general law enforcement authority with jurisdiction in criminal matters throughout the state.
 - (2) In California, we have a "State Police", with special jurisdiction including protection of state property, and a separate Highway Patrol.
 - (3) Mobility of criminals and special national enforcement needs led to expansion of federal agencies.
 - (a) Interstate control of commerce, coinage of money, standards of weights and measures and postal services led to the need for federal investigatory and protective units.
 - (b) Authority for federal police action is derived from implied powers of a federal constitution article dealing with the common defense and general welfare of the people.

PERFORMANCE OBJECTIVE 1.1.2

Given a direct question, the student will identify the following historical events which marked the development of law enforcement in California.

- A. The nation's first police academy was established in San Francisco in 1923
- B. August Vollmer's tenure as police chief for the city of Berkeley from 1905 to 1932 was marked by innovations in police selection, crime prevention, patrol record keeping, beat analysis, and communications
- C. California has recently introduced new technology including the use of helicopters for patrol and computers for fingerprint searches

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- A. California Law Enforcement
 - 1. August Vollmer (discuss Vollmer's role here) of Berkeley.
 - a. Modernized Law Enforcement.
 - 2. First use of the helicopter was in California.
 - 3. Nation's first police academy was in San Francisco in 1923.
 - 4. California contributed to the FBI's first fingerprint data base in the 1920's.
 - 5. California was one of the first states to implement an automated fingerprint system (still in progress - 1983).
- B. Police Today
 - 1. There are some 500,000 people working for approximately 40,000 separate police agencies. (S.F.P.D. Study Outline). 70% of all California law enforcement agencies have less than 25 sworn officers!
 - a. They are the part of the criminal justice system that deals most directly with the public.
 - b. The public regards police as representatives of all governmental authority.
 - 2. Law enforcement is concerned with providing a service. (Discussed in detail in another unit.)
 - 3. Some segments of the public still recognize the police as only a necessary evil.
 - a. In many places, law enforcement has received little respect from the public because of a lack of service or improper conduct by officers.

- b. To insure proper police conduct, law enforcement must insist they adhere to high standards of performance.
 - c. Many states are following the lead of California in developing high performance standards.
4. The training you will receive in the academy is the result of state standards, plus the increasing demand in this state by the public and law enforcement leaders for a strong and professional system.
5. There is a commitment in law enforcement today to utilize the latest technologies available.
- a. This commitment started with the advent of such scientific investigation technologies as:
 - (1) Photography
 - (2) Fingerprinting
 - (3) Radio communications
 - (4) Scientific crime labs
 - (5) Microfilm
 - b. Modern police management has continued the advancement by utilizing:
 - (1) Strategic planning
 - (2) Multi-year budgeting
 - (3) Instructional media for training
 - (4) Computer automation
6. Another major factor has been the development of a law enforcement Code of Ethics.

PERFORMANCE OBJECTIVE 1.2.1

Given a direct question, the student will identify the following characteristics of a profession.

- A. Members share a common set of principles and goals
- B. A recognized body of knowledge is systematically transmitted to new members
- C. Members belong to one or more organizations which promote the interests of the profession
- D. A code of ethics regulates the conduct of the members
- E. A license or certificate is required to practice

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- A. What Is Professionalization? - A Definition
 - 1. Traditional definitions may include
 - a. A common set of principles and societal goals.
 - b. Recognized body of knowledge which is systematically transmitted to new members.
 - c. Professional organization to which the members belong or with which they identify.
 - d. A code of ethics regulating conduct of members.
 - e. Licensing which grants the privileges of the profession to qualified persons and denies them to persons not licensed.
 - f. A spirit of public service.
 - 2. Discuss above - Does law enforcement meet these?
 - 3. Is it important that law enforcement be professional?
 - 4. Does the public in general consider law enforcement to be professional?
 - a. Local law enforcement consistently ranks high in public opinion polls.

PERFORMANCE OBJECTIVE 1.3.1

The student will identify why law enforcement officers, both on and off duty, should exemplify the highest ethical and moral standards:

- A. To promote professionalism in law enforcement
- B. To gain public support for law enforcement
- C. To earn the respect and confidence of peers
- D. To maintain a sense of self-worth and pride in being a law enforcement officer

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A. Definition

1. Ethics - "The principles of honor and morality--accepted rules of conduct--the principles of conduct governing an individual or group."
 - a. Because of a law enforcement officer's important obligation to mankind, ethics must play a dominant role in daily conduct.
 - b. The "Golden Rule" is an appropriate, ethical philosophy.
 - c. Another definition is evaluating human conduct in terms of whether it is right or wrong. This narrows the definition of ethics for law enforcement.

B. Importance of Ethical Conduct

1. Although great strides have been made, we must accept the fact that police service, as it is now conducted, does not meet all the requirements of a professional service.
2. We recognize no serious bar to success in professionalization of the service, though full attainment of our aim may still seem to remain in the distant future.
3. The greatest obstacle to achievement of our objective seems to rest with the officers themselves.
 - a. Both as police officers and as private citizens, you have read in the newspapers such headlines as "Cops convicted of burglary or "Police burglary ring indicted," "New charge of police brutality by civil rights groups," "Grand jury indicts detective on bribe charge."
 - (1) Publicity of this kind offends honest police officers throughout the country.
 - (2) Such headlines are not pointing an accusing finger at the one or few officers involved, but at every person in a law enforcement officer uniform.

4. Police officers must recognize that their goal cannot be reached by a pronouncement or proclamation, but the elevation of the standards of police service to professional acceptance must arise from a firm foundation of basic principles.
 - a. Some of these principles have been accepted, others have not.
 - b. Probably the most important principle still awaiting acceptance and its proper place in the complete structure are rules of official conduct.
5. Motives for ethical conduct:
 - a. By appreciating that the ethical convictions of the majority of our citizens are ordinarily the basis for our laws; that our laws, to be practical, must be enforced; and that it is enforcement of the laws that gives rise to the order in society; the officer more and more appreciates the value to society of the ethical judgments he makes daily.
 - b. By making ethical judgments daily, an officer wins the support of more and more citizens. Winning the support of one citizen may someday save the officer's life and/or that of a fellow officer. Losing the support of one citizen may someday cost the officer, and/or a fellow officer, his life.
- C. Perhaps the most important question to be asked is: "How can anyone tell what is right or wrong?"
 1. It is important to ethics, the science of human acts ordered to an end (or goal).
 2. It is equally important to law, for if no one knows how to tell what is right or wrong, how can a law be framed stating that a particular kind of act is wrong?
- D. Practical Guidelines Can Be Given To Officers concerning:
 1. Professional on-duty conduct.
 2. Personal off-duty conduct.
- E. How is an officer to know whether a particular act is right or wrong?
 1. All matters of law are set forth, spelled out in black and white.
 2. All department rules and regulations of his department should be similarly clear.
 3. Those matters which are not spelled out, but on which mankind finds general agreement, can be accepted in like manner. For example, a sergeant might well ask a patrolman, "Why did you waste all that paper?" If the answer is, "Well, there's no law against it", or, "There's no departmental order against it", the sergeant will probably say, "Yes, but it's a matter of common sense!"

4. When the officer is confronted by some matter on which neither the law nor departmental orders nor the generality of mankind offers a guideline, he should consider the norm of morality that has always been the foundation of traditional or perennial ethics.

F. The Traditional Norm (or Standard) of Morality:

1. A norm is a rule, standard, or measure; it is something fixed with which we can compare something else whose nature, size, or qualities we doubt.
2. So, a norm of morality will be a rule, standard, or measure by which we can gauge the goodness or badness of an act. It will be something with which an act must agree to be morally good, with which it must disagree to be morally bad.

G. Using the norm of morality: When officers are confronted by some matter on which neither the law, nor departmental orders, nor the generality of mankind offer a guideline, they should consider the norm of morality discussed above, namely human nature in its parts and relations. This, in fact, is what officers and most people do, and have always done, in their everyday attempt to do the right thing.

1. They follow what they reason to be the best course of action.
2. In such matters, they should, time permitting, be careful to consider the various aspects of the situation well, for they may have to defend the choice that is made.

PERFORMANCE OBJECTIVE 1.3.2

The student will identify the key elements of the "Law Enforcement Code of Ethics" and/or the "Code of Professional Conduct and Responsibilities for Peace Officers":

- A. To serve mankind
- B. To safeguard lives and property
- C. To protect the innocent against deception
- D. To protect the weak against oppression or intimidation
- E. To protect the peaceful against violence or disorder
- F. To respect the constitutional rights of all

CURRICULUM

A. Codes of Ethics

1. History of Codes of Ethics

- a. The great professions have long recognized the importance of subscribing to, and living by, rules of official conduct for their membership.
- b. The most noteworthy has been the Hippocratic Oath written by Hippocrates, the Father of Medicine, sometime before 400 B.C. This oath is still taken by practicing physicians today.
- c. The American Bar Association subscribes to "rules of professional conduct", and both the American Medical Association and the American Bar Association have means of disciplining the unethical in their profession.

2. The "Law Enforcement Code of Ethics" and "Code of Professional Conduct and Responsibilities for Peace Officers."

- a. One of the most progressive steps achieved by law enforcement is the adoption of a uniform Code of Ethics in 1956.
 - (1) The Code was adopted by the National Conference of Police Associations, representing some 180,000 police officers, and the International Association of Chiefs of Police
 - (2) It has also been adopted by many individual departments and local police associations.
- b. The Code was adopted after extensive research into the field of ethics.
 - (1) Leading law enforcement personalities, as well as rank and file police officers throughout the nation, offered their suggestions in formulating the Code.

- (2) By adopting the Code, the law enforcement professions have set their own standards of conduct.
- (3) Taken as an oath, per POST requirement.
- c. The Code of Ethics has been supplemented by a "Code of Professional Conduct" which defines and sets forth in detail those things deemed ethical and unethical for peace officers.
- d. A Code is useless unless practiced.
 - (1) It must be something genuinely believed in--something that comes from within.
 - (2) Adherence to the Code must be displayed by all members of the profession--by administrators, supervisors, and the rank and file.

B. Assignment

1. Students should study the Code of Ethics and Code of Professional Conduct and be able to identify the key elements of both.

PERFORMANCE OBJECTIVE 1.3.3

The student will identify the following canons of the "Code of Professional Conduct and Responsibilities for Peace officers":

- A. Uphold the Constitution of the United States, state statutes and local laws
- B. Perform duties ethically
- C. Regard discharge of duties as a public trust
- D. Exemplify high standards in public and private life
- E. Recognize the freedom of others shall not be infringed upon without just and legal cause
- F. Maintain integrity and competence
- G. Cooperate with lawful officials and organizations
- H. Refuse to accept gratuities
- I. Maintain the confidentiality of information

CURRICULUM

CODE OF PROFESSIONAL CONDUCT AND RESPONSIBILITY

FOR

PEACE OFFICERS

I. PREAMBLE

WHEREAS, peace officers are vested with a public trust which requires that they consistently demonstrate the highest degree of integrity and good moral character; and

WHEREAS, the need to maintain high standards of moral character, integrity, knowledge, and trust requires the establishment of a Code of Professional Conduct and Responsibility for Peace Officers as a matter of the highest significance to the health, welfare, and safety of the citizens of this state; and

WHEREAS, the establishment of a Code of Professional Conduct and Responsibility for Peace Officers, which includes Canons of Ethics and minimum standards, requires the granting of authority to enforce these standards of professional conduct through disciplinary action as necessary for the protection of the health, welfare, and safety of the public;

BE IT RESOLVED that the need to maintain high standards of moral character, integrity, knowledge, and trust require that peace officers establish and conform to a Code of Professional Conduct and Responsibility for Peace Officers.

II. GENERAL STATEMENT

Peace Officers are granted a public trust which requires that they consistently demonstrate the highest degree of integrity. To be worthy of this public trust, and to ensure that their professional conduct is above reproach, members of the peace officer profession must not only conform to a Code of Ethics but must also abide by

these Canons of Ethics and Ethical Standards which constitute this Code of Professional Conduct and Responsibility as a means of internal regulation.

The essence of a profession requires that, in addition to prescribing a desired level of performance, it must establish minimum standards of ethical conduct with prescribed rules for internal discipline to ensure compliance. Accordingly, this Code of Professional Conduct and Responsibility is established for the peace officer profession.

Nothing in the Code of Professional Conduct and Responsibility for Peace Officers is intended to limit or supersede any provision of law relating to the duties and obligations of peace officers or the consequences of a violation thereof. Whereas these rules specify certain conduct as unprofessional, this is not to be interpreted as approval of conduct not specifically mentioned.

Nothing in this Code is intended to limit the authority of an agency to adopt and enforce rules and regulations that are more stringent or comprehensive than those that are contained in this Code of Professional Conduct and Responsibility for Peace Officers.

III. DEFINITIONS

This Code of Professional Conduct and Responsibility for Peace Officers is comprised of nine Canons of Ethics, with explanatory statements in the form of Ethical Standards. Examples of Disciplinary Rules and Enforcement Procedures are included as an addendum for individual agency consideration. Following are definitions of these terms, as used in the context of the code.

- A. "PEACE OFFICER" means a regular employed and full-time sheriff, undersheriff, or deputy sheriff of a county; a chief of police, or any police officer of a city or any chief of police or police officer of a district authorized by law to maintain a police department, or any other person within the state who is defined as a peace officer.
- B. "CANONS" are statements which express in general terms standards of professional conduct expected of peace officers in their relationship with the public, the criminal justice system, and the peace officer profession. They embody the general concepts from which the Ethical Standards and the Disciplinary Rules are derived.
- C. "ETHICAL STANDARDS" are statements that represent the objectives toward which every peace officer shall strive. They constitute principles that can be relied upon by the peace officer for guidance in specific situations.
- D. "DISCIPLINARY RULES" specify an unacceptable level of conduct for all peace officers, regardless of their rank or the nature of their assignment. Any peace officer who violates any agency rule that applies to these canons and standards is guilty of unprofessional conduct, and is subject to disciplinary action. Violation of disciplinary rules requires appropriate adjudication and disciplinary action ranging from oral reprimand to termination and/or criminal prosecution or other administrative action sanctioned by law, as dictated by the individual case.
- E. "ENFORCEMENT PROCEDURES" are the fundamental rights of an accused officer which are applicable to a disciplinary investigation or proceeding against the officer.

- F. "ADMINISTRATIVE INVESTIGATION" is an investigation conducted to determine whether an officer has violated any provision of this code, or an agency rule or regulation; or whether an officer is impaired or unfit to perform the duties and responsibilities of a peace officer.
- G. "FORMAL DISCIPLINE" refers to the final adjudication of administrative or disciplinary charges. Formal discipline shall be deemed final only after an officer has exhausted or waived all legal remedies available and actual discipline has been invoked.

IV. CANONS OF ETHICS

CANON ONE

PEACE OFFICERS SHALL UPHOLD THE CONSTITUTION OF THE UNITED STATES, THE STATE CONSTITUTION, AND ALL LAWS ENACTED OR ESTABLISHED PURSUANT TO LEGALLY CONSTITUTED AUTHORITY.

ETHICAL STANDARDS

- STANDARD 1.1 Peace officers shall recognize that the primary responsibility of their profession and of the individual officer is the protection of the people within the jurisdiction of the United States through upholding of their laws, the most important of which are the Constitution of the United States and State Constitutions and laws derived therefrom.
- STANDARD 1.2 Peace officers shall be aware of the extent and the limitations of their authority in the enforcement of the law.
- STANDARD 1.3 Peace officers shall diligently study principles and new enactments of the laws they enforce.
- STANDARD 1.4 Peace officers shall be responsible for keeping abreast of current case law as applied to their duties.
- STANDARD 1.5 Peace officers shall endeavor to uphold the spirit of the law, as opposed to enforcing merely the letter of the law.
- STANDARD 1.6 Peace officers shall respect and uphold the dignity, human rights, and Constitutional rights of all persons.

CANON TWO

PEACE OFFICERS SHALL BE AWARE OF AND SHALL USE PROPER AND ETHICAL PROCEDURES IN DISCHARGING THEIR OFFICIAL DUTIES AND RESPONSIBILITIES.

ETHICAL STANDARDS

- STANDARD 2.1 Peace officers shall be aware of their lawful authority to use that force reasonably necessary in securing compliance with their lawful enforcement duties.

- STANDARD 2.2 Peace officers shall truthfully, completely, and impartially report, testify, and present evidence in all matters of an official nature.
- STANDARD 2.3 Peace officers shall follow legal practices in such areas as interrogation, arrest or detention, searches, seizures, use of informants, and collection and preservation of evidence.
- STANDARD 2.4 Peace officers shall follow the principles of integrity, fairness, and impartiality in connection with their duties.

CANON THREE

PEACE OFFICERS SHALL REGARD THE DISCHARGE OF THEIR DUTIES AS A PUBLIC TRUST AND SHALL RECOGNIZE THEIR RESPONSIBILITIES TO THE PEOPLE WHOM THEY ARE SWORN TO PROTECT AND SERVE.

ETHICAL STANDARDS

- STANDARD 3.1 Peace officers, as professionals, shall maintain an awareness of those factors affecting their responsibilities.
- STANDARD 3.2 Peace officers, during their tour of duty, shall diligently devote their time and attention to the effective and professional performance of their responsibilities.
- STANDARD 3.3 Peace officers shall ensure that they are prepared for the effective and efficient undertaking of their assignment.
- STANDARD 3.4 Peace officers shall safely and efficiently use equipment and material available to them.
- STANDARD 3.5 Peace officers shall be prepared to and shall respond effectively to the demands of their office.
- STANDARD 3.6 Peace officers, with due regard for compassion, shall maintain an objective and impartial attitude in official contacts.
- STANDARD 3.7 Peace officers shall not allow their personal convictions, beliefs, prejudices, or biases to interfere unreasonably with their official acts or decisions.
- STANDARD 3.8 Peace officers shall recognize that their allegiance is first to the people, then to their profession and the governmental entity or agency that employs them.

CANON FOUR

PEACE OFFICERS WILL SO CONDUCT THEIR PUBLIC AND PRIVATE LIFE THAT THEY EXEMPLIFY THE HIGH STANDARDS OF INTEGRITY, TRUST, AND MORALITY DEMANDED OF A MEMBER OF THE PEACE OFFICER PROFESSION.

ETHICAL STANDARDS

- STANDARD 4.1 Peace officers shall refrain from consuming intoxicating beverages to the extent that it results in impairment which brings discredit upon the profession or their employing agency, or renders them unfit for their next tour of duty.
- STANDARD 4.2 Peace officers shall not consume intoxicating beverages while on duty, except to the degree permitted in the performance of official duties, and under no circumstances while in uniform.
- STANDARD 4.3 Peace officers shall not use any narcotics, hallucinogens, or any other controlled substance except when legally prescribed. When such controlled substances are prescribed, officers shall notify their superior officer prior to reporting for duty.
- STANDARD 4.4 Peace officers shall maintain a level of conduct in their personal and business affairs in keeping with the high standards of the peace officer profession. Officers shall not participate in any incident involving moral turpitude.
- STANDARD 4.5 Peace officers shall not undertake financial obligations which they know or reasonably should know they will be unable to meet and shall pay all just debts when due.
- STANDARD 4.6 Peace officers shall not engage in illegal political activities.
- STANDARD 4.7 Peace officers shall not permit or authorize for personal gain the use of their name or photograph and official title identifying them as peace officers in connection with testimonials or advertisements for any commodity, commercial enterprise, or commercial service which is not the product of the officer involved.
- STANDARD 4.8 Peace officers shall not engage in any activity which would create a conflict of interest or would be in violation of any law.
- STANDARD 4.9 Peace officers shall at all times conduct themselves in a manner which does not discredit the peace officer profession or their employing agency.
- STANDARD 4.10 Peace officers shall not be disrespectful in their official dealings with the public, fellow officers, superiors and subordinates.
- STANDARD 4.11 Peace officers shall be courteous and respectful in their official dealings with the public, fellow officers, superiors and subordinates.
- STANDARD 4.12 Peace officers shall not engage in any strike, work obstruction or abstention, in whole or in part, from the full, faithful and proper performance of their assigned duties and responsibilities, except as authorized by law.
- STANDARD 4.13 Peace officers shall maintain a neutral position with regard to the merits of any labor dispute, political protest, or other public demonstration, while acting in an official capacity.

CANON FIVE

PEACE OFFICERS SHALL RECOGNIZE THAT OUR SOCIETY HOLDS THE FREEDOM OF THE INDIVIDUAL AS A PARAMOUNT PRECEPT WHICH SHALL NOT BE INFRINGED UPON WITHOUT JUST, LEGAL AND NECESSARY CAUSE.

ETHICAL STANDARDS

- STANDARD 5.1 Peace officers shall not restrict the freedom of individuals, whether by detention or arrest, except to the extent necessary to legally and reasonably apply the law.
- STANDARD 5.2 Peace officers shall recognize the rights of individuals to be free from capricious or arbitrary acts which deny or abridge their fundamental rights as guaranteed by law.
- STANDARD 5.3 Peace officers shall not use their official position to detain any individual, or to restrict the freedom of any individual, except in the manner and means permitted or prescribed by law.

CANON SIX

PEACE OFFICERS SHALL ASSIST IN MAINTAINING THE INTEGRITY AND COMPETENCE OF THE PEACE OFFICER PROFESSION.

ETHICAL STANDARDS

- STANDARD 6.1 Peace officers shall recognize that every person in our society is entitled to professional, effective, and efficient law enforcement services.
- STANDARD 6.2 Peace officers shall perform their duties in such a manner as to discourage double standards.
- STANDARD 6.3 Peace officers shall conduct themselves so as to set exemplary standards of performance for all law enforcement personnel.
- STANDARD 6.4 Peace officers shall maintain the integrity of their profession through complete disclosure of those who violate any of these rules of conduct, violate any law, or who conduct themselves in a manner which tends to discredit the profession.
- STANDARD 6.5 Peace officers shall have responsibility for reporting to proper authorities any known information which would serve to disqualify candidates from transferring within or entering the profession.
- STANDARD 6.6 Peace officers shall be responsible for maintaining a level of education and training that will keep them abreast of current techniques, concepts, laws, and requirements of the profession.
- STANDARD 6.7 Chief executive peace officers shall accept the responsibility of utilizing all available resources and the authority of their office to maintain the integrity of their agency and the competency of their officers. These Canons and Ethical Standards shall apply to all legally defined peace officers regardless of rank.
- STANDARD 6.8 Peace officers shall assume a leadership role in furthering their profession by encouraging and assisting in the education and training of other members of the profession.

CANON SEVEN

PEACE OFFICERS SHALL COOPERATE WITH OTHER OFFICIALS AND ORGANIZATIONS WHO ARE USING LEGAL AND ETHICAL MEANS TO ACHIEVE THE GOALS AND OBJECTIVES OF THE PEACE OFFICER PROFESSION.

ETHICAL STANDARDS

- STANDARD 7.1 Peace officers, within legal and agency guidelines, shall share with personnel both within and outside their agency, appropriate information that will facilitate the achievement of criminal justice goals or objectives.
- STANDARD 7.2 Peace officers, whether requested through appropriate channels or called upon individually, shall render needed assistance to any other officer in the proper performance of their duty.
- STANDARD 7.3 Peace officers shall, within legal and agency guidelines, endeavor to communicate to the people of their community the goals and objectives of the profession, and keep them apprised of conditions which threaten the maintenance of an ordered society.

CANON EIGHT

PEACE OFFICERS SHALL NOT COMPROMISE THEIR INTEGRITY, NOR THAT OF THEIR AGENCY OR PROFESSION, BY ACCEPTING, GIVING OR SOLICITING ANY GRATUITY.

ETHICAL STANDARDS

- STANDARD 8.1 Peace officers shall refuse to offer, give, or receive gifts, favors or gratuities, either large or small, which can be reasonably interpreted as capable of influencing official acts or judgments. This standard is not intended to isolate peace officers from normal social practices, or relatives, where appropriate.
- STANDARD 8.2 Peace officers shall not consider their badge of office as a license designed to provide them with special favor or consideration.

CANON NINE

PEACE OFFICERS SHALL OBSERVE THE CONFIDENTIALITY OF INFORMATION AVAILABLE TO THEM THROUGH ANY SOURCE, AS IT RELATES TO THE PEACE OFFICER PROFESSION.

ETHICAL STANDARDS

- STANDARD 9.1 Peace officers shall be aware of and shall meticulously observe all legal restrictions on the release and dissemination of information.
- STANDARD 9.2 Peace officers shall treat as confidential the official business of their employing agency, and shall release or disseminate such information solely in an authorized manner.

- STANDARD 9.3 Peace officers shall treat as confidential that information confided to them personally. They shall disclose such information as required in the proper performance of their duties.
- STANDARD 9.4 Peace officers shall neither disclose nor use for their personal interest any confidential information acquired by them in the course of their official duties.
- STANDARD 9.5 Peace officers shall treat as confidential all matters relating to investigations, internal affairs, and personnel.

PERFORMANCE OBJECTIVE 1.4.1

Given word pictures or audio-visual presentations depicting unethical and/or criminal conduct on the part of a fellow officer, the student will select the best method for handling the situation based on the following principles:

- A. Express verbal disapproval of minor infractions by a fellow officer
- B. Discuss continued infractions with a supervisor
- C. Report misconduct to a supervisor immediately
- D. Prevent criminal behavior, if possible, and report it to a supervisor immediately

CURRICULUM

- A. The Code of Ethics is a document of which we can all be proud.
- B. The Code is a "positive" document, and to appreciate the subject, we must also discuss the negative side--for it is essential that we have a clear understanding of those acts that are deemed unethical in the law enforcement profession, such as:
 - 1. Dishonesty (theft, sick leave misuse, misuse of duty time)
 - 2. Brutality
 - 3. Racial prejudice
 - 4. Gratuities
 - 5. Conversion of prisoners' property
 - 6. False or colored testimony
 - 7. Violation of laws and regulations
 - 8. Violation of civil rights including:
 - a. false arrest
 - b. illegal search
 - c. right to an attorney
 - d. right to bail
 - 9. Discourteous conduct
 - 10. Deliberate inefficiency
 - 11. Failure to improve
 - 12. Divulging confidential information

13. Violation of privileged communication

14. Misuse of public property

PERFORMANCE OBJECTIVE 1.4.2

The student will identify problems associated with an officer's nonenforcement of specific laws by personal choice:

- A. Public disrespect for the law and law enforcement
- B. Public confusion as to the meaning or intent of the law

CURRICULUM

A. Off-Duty Unethical Conduct

1. Officers must avoid excessive drinking; excessive drinking results in loss of productivity due to absenteeism and decreased efficiency.
 - a. Drinking in public should be done in moderation and not to the extent that the officer is noticeable or in violation of law.
2. The uniform and badge are attractive to many. Sexual affairs all too frequently result in loss of job, prestige, family, etc.
3. Gambling. If it is against the law, officers are restricted from participating.
4. Indebtedness. Officers should not go into debt to the point that it causes a hardship and reflects negatively on the officer and the profession.

PERFORMANCE OBJECTIVE 1.4.3

The student will identify problems associated with an officer's acceptance of gratuities:

- A. Creates a negative public image of law enforcement officers and their agencies
- B. Obligates the officer to the gift giver
- C. May lead to the acceptance of larger gifts, serious misconduct, or the commission of a crime

CURRICULUM

A. Soliciting and Accepting Gratuities

1. Many segments of the public feel that police officers accept gratuities; an officer's conduct should prove them wrong.
2. A badge is not a pass for gifts or services.
3. Your salary and the trust placed in you should be worth more than a cup of coffee.
4. Ask yourself these two questions:
 - a. Would this person have given this to me if I were not a police officer?
 - b. Does this place me under any obligation?
5. "No one ever gave a police officer something for nothing."
(O.W. Wilson)
6. "This for that." (Quid Pro Quo)

B. Organizations and Private Activities

1. Employee Associations. Officers may join employee associations such as the City, County, or State Employees Associations, or City, County, or State Employee Credit Unions; however, City, County, or State employees are not immune to citations, etc.

C. Action and Reaction to Criminal Conduct on the Part of a Fellow Officer

1. How should officers react when they come face to face with a crime committed by another officer?
 - a. Officers must not remain silent due to a false philosophy of "minding their own business" and "closing their eyes" to unlawful acts.
 - b. Officers should not look the other way while an act is committed that might bring embarrassment to the entire police profession by headlines in tomorrow's paper.

2. There are times when you must take action. When the honor of the department and profession is at stake, it is your obligation to act.
 - a. Go to a respected peer or supervisor for advice; trust them.

PERFORMANCE OBJECTIVE 1.4.4

The student will identify why it is necessary for an officer to take positive action when becoming aware of unethical and/or criminal conduct on the part of a fellow officer:

- A. To maintain the public trust
- B. To prevent further misconduct
- C. To permit corrective action to take place

CURRICULUM

A. Importance of Positive Action In Dealing With Criminal Conduct

1. Departmental regulations deal with violations of law and unethical practices.
 - a. Internal discipline is part of the law enforcement profession.
 - b. When one has any doubts as to behavior or witnesses unethical or criminal behavior, a superior officer should be notified.
2. Each officer is expected to set a pattern of living within the law.
 - a. This follows the tradition of law enforcement.
 - b. High standards in your personal life assist you and your department.
 - c. The public will see the police follow the same laws the police require them to follow.
 - d. Law enforcement must depend on the voluntary cooperation of the community and its voluntary compliance with the laws.
 - e. The public's respect for the law enforcement agency and the individual police officer is essential to a smoothly functioning department.

B. Conclusion

1. The best method of preventing unethical acts from occurring or continuing is by exposure and elimination of unethical individuals when deliberate and serious acts are observed. One of the weaknesses of professional bodies is the practice of ignoring unethical acts committed by their members for fear of embarrassment to the group as a whole. This is faulty reasoning. If all of us adopt this mistaken concept, the only persons who will clean the "dirty linen" or get the rotten apple out of the barrel, are individual citizens, grand juries, and newspapers. When professions permit this to happen, it indicates a great weakness within their ranks.

Superintendent of Police O. W. Wilson, of Chicago, one of our most respected police administrators, and former Dean of the School of Criminology of the University of California, has stated that "Law enforcement officers must accept the responsibility of keeping their own house clean." It is our sworn obligation to eliminate lawlessness wherever we see it. If it is observed within our own ranks, we must take immediate action and sever the dishonest and unethical from the profession. To hesitate invites public scandal with the embarrassing headlines that invariably follow.

A ranking member of our profession has this to say: "There is surely not an officer among us who is not genuinely disturbed by the indictments and accusations made against other law enforcement officers charged with improper performance of their duties.

Whether proven to be true or untrue, these charges tend to reflect discredit on the profession and plant the seed of public distrust of law and officers of the law everywhere. The traitor to ethical standards of law enforcement will eventually be discovered, but often not until he has brought a great deal of harm to both the public interest and the reputation of his organization and fellow officers. We should separate such elements from the profession at the earliest opportunity.

"No matter what laws are passed or rules made, public service still demands the highest in personal integrity. We must demonstrate that the men in law enforcement have it in abundance." (J. Edgar Hoover)

PERFORMANCE OBJECTIVE 1.6.1

The student will identify the common satisfactions and dissatisfactions inherent in a law enforcement career:

- A. Common Satisfactions
 - 1. Training
 - 2. Security
 - 3. Service to the public
 - 4. Varied duties
 - 5. Salary and benefits
 - 6. Excitement
 - 7. Advancement opportunities
- B. Common Dissatisfactions
 - 1. Work assignments
 - 2. Shift work
 - 3. Physical and emotional hazards
 - 4. Organization and communication
 - 5. Report writing

CURRICULUM

- A. Positive Aspects of a Law Enforcement Career
 - 1. Training
 - 2. Security
 - 3. Prestige
 - a. Contrary to popular belief, most people hold the position of police officer in high esteem.
 - b. Much of negativism is a result of envy.
 - c. Prestige also allows credit, service clubs.
 - 4. Job Satisfaction
 - a. Truly helping profession
 - (1) Save lives
 - (2) Help someone in trouble
 - (3) Even can help by arrest
 - b. Promotional Opportunities
 - (1) Depends on officer's initiative and ability
 - (2) Promotional opportunities are visible

- (3) Nepotism not a problem
- (4) Variation of assignments (e.g., patrol, investigation, undercover, etc.)

B. Negative Aspects of Law Enforcement Career

1. Work Assignments

- a. Work schedules often change
- b. Shift work
- c. Days off

2. Hazards

a. Physical

- (1) Ulcers
- (2) Cardiopulmonary problems
- (3) Lower back

b. Emotional

- (1) Mental fatigue
- (2) Contact with tragedy
- (3) Development of cynical view (e.g., tunnel-vision, stereotypes)
- (4) Repression of normal human emotions/responses
- (5) Conflict of "ideal" vs. "real"

PERFORMANCE OBJECTIVE 1.6.2

The student will identify the importance of maintaining a balanced, long-term approach to his/her lifestyle in the following areas:

- A. Personal relationships
- B. Career developments
- C. Recreational pursuits

CURRICULUM

- A. A balanced approach
 - 1. Temperance/moderation
 - 2. Identification and prioritization of realistic, personal, and professional goals
 - a. Personal assessment of values and resources
 - b. Career path
 - c. Family environment
 - d. Community involvement
 - e. Health maintenance
 - f. Avocations
 - g. Religious/fraternal organizations
- B. Personal relationships with spouse, family, and friends
 - 1. Maintaining positive past relationships
 - 2. Eliminating negative relationships
 - 3. Two-way communication
 - 4. Parenting responsibilities
 - 5. Spousal considerations
 - 6. "Extended family" considerations

PERFORMANCE OBJECTIVE 1.6.3

The student will identify the potential which his/her career choice may have upon the following:

- A. Spouse
- B. Boyfriend/Girlfriend
- C. Other friends
- D. Parents
- E. Children

CURRICULUM

- A. Your Career Choice and Its Effects
 - 1. Recognizing the existence of the police "culture"
 - a. Macho image on and off duty - attitude, demeanor, language
 - b. Excessive peer influence
 - c. Substance abuse (alcohol/other drugs)
 - d. Excessive inbreeding (i.e., a "closed society")

SUPPORTING MATERIAL

AND

REFERENCES

This section is set up as reference information for use by training institutions. These materials can be used for instruction, remediation, additional reading, viewing, or for planning local blocks of instruction. This list is not an endorsement of any author, publisher, producer, or presentation. Each training institution should establish its own list of reference materials.

TOPICAL LIST OF SUPPORTING MATERIAL AND REFERENCES
INCLUDED IN THIS SECTION

Law Enforcement Code of Ethics

Stress, Distress, and Adaptation in Police Work

Definition of Terms

The Badge (1)

The Badge (2)

You as a Person

Characteristics

Crimes Affecting the Self Concept

Discussion Points (1)

Discussion Points (2)

Discussion Example (1)

Discussion Example (2)

Additional References

LAW ENFORCEMENT CODE OF ETHICS

As a law enforcement officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality and justice.

I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.

I will never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.

I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession . . . law enforcement.

STRESS, DISTRESS, AND ADAPTATION IN POLICE WORK

By
MARTIN REISER

Prior to the 1930's, the field of stress research was virtually nonexistent until Hans Selye began his life's work which stimulated him and others to examine and to elucidate human reactions to stress. Selye discovered that the nonspecific effects of stressors are the same. The organism reacts to stress with what he calls the "general adaptation syndrome," which consists of three stages: the stage of alarm, the stage of resistance, and the state of exhaustion. He pointed out that no living organism can exist in a continuous state of alarm and that the development of disease is actually a fight to maintain the body's homeostasis.

Serious derangements in the secretion of adaptive hormones in the resistance stage lead to what he calls "disease of adaptation." The body's faulty adaptive reactions to stress appear to encourage various maladies, including emotional disturbances, headaches, insomnia, sinus attacks, high blood pressure, gastric and duodenal ulcers, rheumatic or allergic reactions, and cardiovascular and kidney diseases.

Every stimulus produces nonspecific stress in addition to the specific characteristics. The nonspecific effects of stressors result in adrenal, cortex enlargement, shrinking of the thymus, and deep-bleeding ulcers. Selye advises that we choose carefully between what he calls syntoxic (healthy) and catatoxic (unhealthy) behaviors, since each of these effects particular hormone mechanisms.

George B. Whatmore outlines a physio-pathologic state that he calls "dysponesis" meaning "faulty effort" in which errors in distribution of energy in the nervous system occur. "By affecting the nervous system function, it can alter the regulation of almost any bodily system. Among the numerous clinical manifestations are fatigue, insomnia, impotence, frigidity, and spastic colon." Like Cannon, he points out that covert arousal for fight or flight is often inappropriate and leads to increased heart rate, elevation of blood pressure, secretion of adrenalin and other hormones, mobilizations of glucose and fatty acids, and numerous other responses which prepare the organism for violent muscular excitation. However, when no such activity is called for, both the arousal and the autonomic responses interfere with normal organ function. If frequent and prolonged, they may lead to tissue damage.

It is not the nature of the stress itself that is important but the person's perception of the event and his emotional responses to it. The body gives us clues to indicate when it is tense: gritted teeth, tense forehead and neck muscles, eye strain, fluttering eyelids, irregular shallow breathing, cold hands, curled toes or fingers, and butterflies in the solar plexus.

Stressors may be pleasant or painful but the common denominator to most occupational stress is change. All change involves some kind of loss which affects dependency needs and induces anxiety in dealing with the unknown. A few of the psychological stressors involve threats to the individual such as losing control of himself, a threat to his conscience, or the threat of actual physical harm. The fear of loss of control is often a consequence of perceived stress. Personal internal control seems to reduce stress and leads to better decisions in taking a more active role in seeking out more information about the threatening situation. Although cognitive control may initially induce stress through a state of vigilance, the work of rehearsal and worry involved prepares for confronting a difficult or challenging situation and yields greater objective control for achieving goals.

Police work is a high-stress occupation, and officers are a definite population risk for disease of adaptation. Although police recruits are above average in intelligence, in emotional stability, and in their

desire to serve the community, each has his own stress tolerance level, which when unbalanced either by stress overload or underload will lead to symptoms of distress. Optimal stress seems to be important rather than no stress, since humans have a stimulus hunger and an innate need for sensory and environmental inputs. Experiments in sensory deprivation have shown that symptoms of distress will also develop rapidly in the complete absence of stress which then results in an underload.

Recently the Connecticut Supreme Court upheld a law allowing monetary rewards to the families of policemen who die from heart attacks whether at home or on the job. The court noting an unusually high rate of heart disease and hypertension felt that the officers deserved the benefits.

There are a variety of factors that influence a physiological and psychological stress reactions in persons in the police profession. Man's functioning is affected by biological rhythms related to night and day, and his emotional responses may also fluctuate with his adrenal rhythm. This suggests the possibility that maximum vulnerability to fear may occur between the hours of 4 and 8 a.m. when the human adrenal hormones reach their peak. There is also evidence that the body is capable of remembering a time of fear and continuing to anticipate and react at the same biological time in the future even though the provoking stressor has been removed.

Personality factors are also important in determining an individual's stress tolerance level. It appears that the anxiety-prone or conscientious and responsible individual is more susceptible to stress and that, paradoxically, anger reactions may help insulate against a stress overload. Heavy responsibility, fear of failure, and being responsible for other people's welfare seem to incur an excess risk which may be related to coronary disease. Diabetes, hypertension, myocardial infarction, and ulcers are more common among people subjected to close personal responsibility for the lives of other people. This seems especially pertinent to police personnel. In one study, introverts reacted more negatively to severe conflict than extroverts; and interestingly enough, flexible people experienced more conflict than rigid ones. In this connection, positions involving creative problem solving, in contrast to routine supervision and management positions, were also more conflict ridden.

Many sources of stress in police work are role related. The officer is an authority symbol in the community and automatically the target of large amounts of anger and resentment. He often works in a dangerous and threatening environment where injury or death are real possibilities. In addition, he is the omnipresent mental health agent who is called upon to handle traumatic emergencies and crises of all types. In the course of his adaptation to a very demanding and stressful role, the officer's perceptions and attitudes will be shaped in directions which help defend him against a stress overload. Kirkham gives an excellent description of the attitudinal and value system changes that occurred in him when he switched from the role of mental health professional to police professional. It is a common reaction for persons riding in a police car for the first time to experience heightened awareness of the stresses focused on the police role.

Certain predictable events occur to many young officers as they attempt to adapt and to cope with the multitude of stressors impinging on them. The development of the "John Wayne" syndrome and its attendant conflicts has been delineated as has the "middle age syndrome" with its concomitant problems. The increase in divorce hazard for young officers with one or two years on the job and for those with ten to fifteen years of experience are likely related to these developmental events.

Reiser has previously outlined some of the organizational stresses on officers. One researcher feels that the greatest pressure on a worker comes from his superiors in his own department who are dependent on his performance. Though they care about the worker's adequacy, they are not so dependent on him that they inhibit demands. The least pressure comes from the worker's peers and from role senders outside his department.

Considerable stress derives from the officer's peer group and the pressure to conform and adopt attitudes and value systems, particularly early in his career. Supports given by the peer group help reduce outside stresses and provide reassurance and security.

West points out several other important factors. Although often overlooked in predicting success, it is helpful to ask the individual what kind of work he likes and then help him to adapt successfully. Individuals have different maturation rates on the job which affect their stress tolerance levels. This suggests that initial selection cannot completely address itself to the issue of learning over time to adapt to the job adequately. Another way of coping with nonspecific stress is to seek out danger and confront it directly in order to stay in control. This may be related to the leading cause of death in policemen which is auto accidents on and off duty.

Though stress exists at all levels in the organization, it tends to affect the middle-management executive to a somewhat greater degree, since he is on the receiving end of pressure from both above and below. Feelings of helplessness result from such factors as work ambiguity, work overload, and difficulty in dealing with community relations functions. Conflicts over the promotional system, lack of opportunity for direct participation and decision making, and interpersonal conflicts experienced by minority group members are additional sources of stress in many police organizations.

A study of a sample of male officers in Cincinnati found that there were three major sources of stress which produced a threat to the individual's sense of professionalism. These were the courts, community relations, and equipment. It was also found that work tended to affect the officer's home life, particularly shift work, which had considerable bearing on the types and quality of friendships developed. In this connection, relatively little administrative attention has been paid in police organizations to the effects of marital and family stress on the officer's functioning.

Miller suggests that it is possible for learning to influence the amount and duration of the fear elicited in a given danger situation. He says that observations of combat indicate that fear in situations of intermittent danger can be reduced by learning exactly what to expect and what to do.

The best response to uncertain threat is the contingency response which is possible when one has a knowledge of the danger agents and their effects so that proper steps can be taken when alerting occurs. Bourne points out that providing support that enhances the adaptive capacity of the soldier increases his adaptation to combat at both a psychological and physiological level.

A variety of traditional and innovative programs have been developed for use in police organizations to reduce stress using cognitive and behavioral approaches. Traditional training programs emphasize the development of technical skills which can support the individual and be a center of focus in critical incident situations. For this reason, tactical and how-to approaches have been most common in police training. More recently, the usual lecture approach has been supplemented by self-paced, multimedia instructional programming techniques. However, adequate evaluative comparisons of the two approaches still remain to be done.

Human relations training programs and experiments with encounter and sensitivity training groups have gained some vogue in police circles in recent years. However, current research indicates that the typical human relations training program may result in more negative attitudes than before. For this and other reasons, variants of sensitivity training have been developed with the intent of having greater impact on and appeal to the officer.

Police identity workshops utilizing role playing, cognitive inputs, simulation of critical incidents, personality measurement feedback, and social psychology including nonverbal behaviors were designed

to impact the difficulty of officers in dealing with the psychological pressures arising from their authority role and to help them deal with the constant assault on their personal identities.

Another recent approach involves the team-building format. In this paradigm, a group of officers is trained as a unit to counter the tension and loneliness of facing hazardous situations and to provide group supports. Inputs on the effects of stress and psychological tests are used to enhance the individual's self-perception. Self-disclosure is emphasized as a tension-reduction technique, and simulated tactical situations are utilized for desensitization purposes.

Crisis-intervention training and interpersonal conflict management training have gained considerable popularity in many police agencies. In addition to teaching officers to cope with crises in the field, the intervention training provides them with skills to reduce personal stress and to prevent injury in disturbance situations. Interpersonal conflict training also focuses on the ambivalence of the policeman's role in regard to making arrests as opposed to doing social work. Additionally, the ambiguity of his role as generalist or as specialist is explored.

In addition to the approaches and programs discussed thus far, more attention should be paid in police departments to approaches and programs having preventive value in regard to stress problems. Although physical training, self-defense, and exercise are usually highly valued in most police departments, and physical recreation activities have always been popular on an off-duty basis, the benefits of these approaches for stress reduction have not been fully utilized as specific vehicles to enhance coping among police personnel. Ideally, programs should be designed which recognize the legitimacy of on-duty exercise and recreation as useful vehicles for stress reduction. In addition, there should be planned rest and recuperation opportunities and facilities for officers serving in high-stress divisions and extra-hazardous assignments.

Proper nutritional balance and diet significantly affecting body chemistry and functioning have long been ignored by both health professionals and lay people alike. However, recent research studies increasingly point to the significance of the biochemistry of metabolism of nutrients to physiological and psychological well-being. In addition providing personnel with applied training in this area, department cafeterias, dispensing machines, and other food sources would need to comply with up-to-date precepts of healthful nutrition in providing foods. One related research study found that nicotinic acid could block stress-induced mobilization of fatty acids and prevent an increase in plasma triglycerides.

A recent trend in organizational strategies has included a movement toward participative management and the team-policing model. These concepts may provide for greater involvement and participation of employees at all levels in the organization. Personal participation in problem identification, problem solving, performance evaluation, and decision making increases the likelihood of job satisfaction and reduction in some of the underlying organizational stresses otherwise active.

Administration in the Los Angeles Police Department has long been aware of the stresses and strains inherent in police work and the need for specific programs to confront the myriad human problems which result. For the past seven years, the department has had a full-time psychologist and a counseling program available to its employees and families for personal, marital, and job-related problems. Individuals may come to the department psychologist's office on a voluntary, self-referred basis knowing it is confidential and off-the-record. However, officers may also be referred through channels by supervisors or managers on a nonconfidential basis. This typically involves a complaint against an officer or some difficulty or inability in functioning on the job.

Because of limited staff resources, the counseling provided tends to be short-term and crisis-oriented with provisions for referral out to other community resources if longer-term help is indicated. In most instances, it has been found that from one to eight sessions seem adequate to deal with presenting

problem situations. In addition to individual and marital counseling, there are programs for drinking abuse problems, a discussion group for officer's wives, and a counseling group for officers identified as liability prone.

Recently, considerable fascination and attention have been focused on physiological approaches affecting stress levels and relaxation. One such program involves neuromuscular relaxation as a form of stress conditioning. This technique attempts to train individuals to recognize and control muscular stress by progressive relaxation techniques which serve to reduce residual tension.

A related innovative approach is currently being designed for implementation in the L.A.P.D. which will utilize biofeedback techniques for stress management. In collaboration with outside expert consultants, the department will participate in a three-year research project to demonstrate the feasibility of training officers to control their physical responses through conditioning of autonomic functions. Theoretically, this should raise the individual's stress tolerance level and lead to better decision making in high-stress situations and in improved overall functioning. Feeding back signals of officer's muscle tension, skin conductivity, blood pressure, pulse rate, and body temperature will allow them to learn to better control these physiological functions on the job and in stress situations. Recruits as well as experienced field officers will be used in this experiment for comparison purposes and control groups will be utilized for intercorrelation of significant variables. Officers in the experimental groups will be trained on the biofeedback equipment for approximately 20 hours over a period of several months. At the end of this time, the machines should no longer be necessary for the learned responses to have become permanent.

If this program proves successful, it may well open the door to a whole host of additional possibilities which combine physiological training parameters with cognitive and behavioral modes which can result in more effective ways of helping officers cope with the many strains which exist in their unique high-stress occupation.

Police Chief 43 (1) (January 1976): 24-27

DEFINITION OF TERMS

ETHICS

1. Use POST outline
2. Use POST outline
3. Ethics deals with "human conduct"
4. Ethics embraces motives (why do we act in a particular fashion?)
5. Ethics embraces "pay-off." Monetary considerations - peer acceptance - feelings of satisfaction
6. Ethics deals with "what is" from "what ought to be" (sets standards)

COURAGE

That quality of mind which enables a man to encounter danger and difficulties with firmness, valor, and boldness.

Requires mind and will--self-discipline, at times manifests itself in physical action.

Courage can be active or passive.

Men are not born with courage - courage is developed.

Courage begets courage. Most police officers do not count the cost to themselves in doing their job.

INTEGRITY

The quality or state of being of sound moral principle. Honesty, sincerity.

Self-acceptance - your strengths and weaknesses. Human respect of self, of others. Respect the humanness of each person; you may deprive a man of his life or liberty, but you may never deprive him of his dignity as a man.

Integrity is that pearl of great price.

REPUTATION

The estimation in which a person or thing is held - by the community or public, generally.

Character is what is inside you. Reputation comes from others. May or may not be an accurate reflection.

Your reputation is associated in one way or another; it includes, obviously, you as a person, your family, church affiliation, your city, your agency, and the law enforcement profession.

Your actions can enhance or damage your reputation and reflect on all of your affiliations.

RESPONSIBILITY

Answerable or accountable - a particular burden or obligation.

Responsibility connotes accountability.

Responsibility also connotes obedience to superiors.

Many want to offer advice - few want to accept final responsibility of action. Are you willing to sign your work?

SACRIFICE

The surrender or destruction of something prized or desirable for the sake of something considered as having a higher or more pressing claim.

Sacrifice is a "free will" choice.

One makes many sacrifices in the course of one's life - large and small. You will make certain sacrifices in becoming law enforcement officers. This academy will require a great deal of sacrifice by each of you if you are to be successful.

Examples: Duty extension - working holidays - off-shift hours - your private lives becoming more public

Jefferson quote: "When a man assumes a public trust, he becomes public property."

THE BADGE (1)

A law enforcement officer's badge is a symbol of public faith. His complex and heavy responsibilities represent a public trust. Whenever an officer breaks this faith or violates this trust, the collective image of law enforcement suffers.

In recent years, law enforcement has made great progress. Equipment and facilities have improved. Significant and far reaching scientific advances have been made. However, all these achievements are meaningless unless every officer is morally committed to the ethics of professional police service.

Under prevailing conditions, this commitment requires perseverance of the highest order. Daily, in many areas, the law enforcement officer is the principal target of abuse from mobs and dissident groups. He is subjected to personal insults and physical attacks, and increasingly, he is falsely accused of brutality by persons who seek alibis and excuses for their criminal acts. Even so, his conduct must be above reproach. He must exercise self-restraint and remain calm and courageous, never deviating from this code of ethics.

There is no substitute for high principles. Where the ideals of justice are concerned, there can be no laxity. The ethics of an enforcement agency are no better than the ethics of its weakest officer. Honesty and integrity must ride in every cruiser, walk every beat, influence every command, and answer every rollcall. Good ethics must be in evidence whenever and wherever duty calls, every minute of every day.

Compromise, personal feelings, animosities, and prejudices have no place in professional police service. Free handouts, cut-rate prices, gratuities, and preferential treatment are luxuries an officer cannot accept if he is to keep his professional dignity. These seemingly insignificant matters destroy an officer's objectivity and affect his official actions. All officers must strive to erase the ugly public image of the policeman without character. Absolute integrity is the only answer.

As we enter the New Year, let us make certain that the ethics which our work reflects, the ethics which we pledge to uphold, and the ethics in which we believe are one and the same--ethics of good police service.

FBI Law Enforcement Bulletin, January 1, 1968, by J. Edgar Hoover, Director

THE BADGE (2)

This is your badge

It is lifeless, made of metal. A die has stamped it from rough stock, shaped it in traditional design, and inscribed the word "Police". It has been plated and polished, sold for profit.

Now it is yours

It is a symbol of Americanism. It is law, order, justice, and freedom. It is the Bill of Rights, the Constitution, E Pluribus Unum, the Pledge of Allegiance.

The badge lives

It is a courageous defender--brave, noble, wise, and strong. It laughs, and cries--knows fear, and tragedy. It represents fairness, honesty, dependability. Possession of it transforms you from citizen to sentinel--guardian of the safety and welfare of others.

Display it with dignity

Wear it with pride. Stand tall behind it. Defend its principles. Emulate the qualities it represents. Treasure it, polish it, keep it gleaming--the reflection of the badge is one of hope, peace, and security.

Respect your badge, and others will too.

George H. Savord
Former Chief of Police
Winona, Minnesota; Former Chief of
Police of Cypress, California;
currently a successful practicing attorney (1983)

YOU AS A PERSON

Your personal life is a part of you, an officer of the law. As such, it should be worthy of respect and confidence. Set an example you would be proud to have your neighbors follow. The public expects police officers to be stable, moral, loyal and obedient to the laws they enforce. You are often looked up to, and pointed out as an example, so be aware of the example you set.

Your demeanor and deportment in your private life also effect the image of the entire department. Maybe people know you as "good old Joe," always ready to help out--with building booths for the school fair, or coaching the kids who play ball, or helping to arrange weekend access to the school playgrounds so kids don't have to play in streets and unfenced yards. Maybe they know you as a concerned citizen who drives a truck to collect old newspapers for recycling. They're likely to generalize you to cover the whole department, and assume any officer on the force might do the same sorts of things. This helps build a feeling of trust in police officers as people, who understand how other people feel, and who care for the community as a whole.

Some people love to bait policemen. When you hear a comment like--"He's a cop. You know, square as they come," and then you are challenged to prove you're an okay sort of guy by some show-off driving or extra-heavy drinking--you're being watched.

You're human, and subject to mistakes, but try to avoid them when you can.

Suppose you drank to excess at a party and then drove yourself home. How do you deal with the man who drank with you there, when you stop him the following week for driving under the influence? How do you answer his question of "Why me, man? You did the same thing last week, and I only had six drinks." You can't answer him, of course, so try to avoid the problem. If you have drunk to excess, call a taxi or get someone to drive you home. In other words, think ahead--stay clear of compromising situations.

Often you will be subjected to heavy pressures to react emotionally in a situation where you need to be objective and act in a professional manner. You must be concerned for all the people involved. Many of these situations will occur when you are on duty and; therefore, thinking of yourself as a police officer, not as an emotional being. This helps you to be ready to act rationally. Sometimes, however, you will be involved in off-duty situations where you, as an officer, cannot afford to let you, the citizen, react without thinking.

One of the most talked-about examples is the practice of obnoxious prejudice. A police officer is aware of, and responsible for and to, people of all races, creeds, sexes, and vocations. Suppose you practice prejudicial behavior in your private life. You can't expect the people who watch that behavior to respect your unprejudiced enforcement of the law when you are on duty. It is necessary that you align your off-duty behavior, even if not your thinking, to that required by your duties as a police officer.

It will be easier for you to function if you can be the same person on and off duty. Such things as the use of slang in referring to ethnic or vocational groups, while common, are an irritant to the members of those groups and must be eliminated. You also need to eliminate common derogatory remarks (such as "son-of-a-bitch"). It is not difficult to stop using these terms, but it does require an effort on your part. The effort will pay off, however, if you are under stress and do not slip into an irritating slang or demeaning terminology which could escalate a problem situation. Instead, you use language which respects each person's identity in his own mind.

You're a policeman twenty-four hours a day. It is a public service and a tough job, and when you do it well, you can be proud to say so.

You need to be able to take charge of situations in an impartial, lawful, professional manner. This helps the people you serve and strengthens the Department. It improves your ability as an officer when people realize you are an able professional, and a fair and knowledgeable public servant.

When you are in situations involving official action, you need to be in control at all times. Most people have a certain degree of respect for police, and that helps you at these times. If you assume control is yours, other people will tend to assume the same thing. Many times this can help you avoid the necessity to use force. A sense of command presence is one quality which you will want to cultivate.

Control can be achieved by advice, warnings, persuasion, or physical force. Any time you can avoid physical force, do so. Advise, warn, persuade--firmly.

For example: A crowd is gathering near a public building. The crowd threatens to disrupt traffic and, therefore, risks physical danger to the persons involved. Your duty is to protect the members of the crowd from the dangers possible to them, and also to restore the peace by dispersing the crowd. The manner in which you do this is important. Your calm self-restraint, and knowledge that you are in control of the situation will aid in solving the problem. In this kind of a situation you are also helped by the fact that people are in the habit of cooperating with policemen. By working with the crowd you can eliminate the problems without need for force or violence.

CHARACTERISTICS

Police Woes

"The leading cause of workmen's compensation for policemen in California, and I think elsewhere in the nation, is cardiovascular disease," said Judith Grecnik, a psychologist who worked for the Los Angeles County Sheriff's Office under a Federal grant.

"Next come ulcers and then back problems," she said. "The cardiovascular disease and the ulcers are probably the result of job stress."

The John Wayne Syndrome is the young policeman's defense from that stress and from the bizarre, cruel, glory world he sees.

"He cannot describe it to his wife," said New York policeman John Passika, "because some of it is just too ghastly and she would only worry."

Too Distant

"And the wives complain their husbands become too distant," said Martin Reiser of the Los Angeles Police Department. "They interrogate their wives and treat the children like suspects while trying to straighten out their identity," he said.

"Girls who married young policemen find they drift apart," agree seven psychologists who discussed the problems of police on a panel here. "The emphasis on education in most urban police departments speeds that drift. The husband becomes bitter and lives in a world few others see. The wife remains the teenager," Ms. Grecnik said.

"I've changed entirely," said Passika. "I became more prejudiced and angry. You can't take what they throw at you and not feel the hurt."

Police Recruits

According to the psychologists, most new police recruits show better than average intelligence and ability to deal with others. They are idealistic, they want to help the community and to help people.

The move toward the John Wayne Syndrome begins in the police academy and increases with field training. This is true, in part, because of contact with other policemen.

Morton Bard, of the City College of New York, says the stress of the job comes from isolation from nonpolice society and ideological removal from the community.

But most of all, it appears, the role of the policeman has changed. In most urban areas the whole system of government services has collapsed. When someone has a problem now, he calls a cop.

The police department is open 24 hours a day. Someone always answers the phone. And generally, some action is taken.

Yet police organizations are outmoded for this community-service role and the policeman who starts out with a strict concept of what a cop is supposed to be finds reality much different. He also finds his training inadequate and he is not competent to handle much of what he is called upon to do.

"He is caught in a wave of change," Ms. Grencik said.

"He cannot admit his stress because that is not the manly thing to do," said James Hilgren, a psychologist in the Dallas Police Department.

Two-Hour Walk

Ms. Grencik said she knows of one officer who has to go for a two-hour walk when he gets off duty just to calm down. It is the only release he has.

Policemen complain about courts (they are unfair to police and too lenient with criminals, they think), about the administration in the department, and about their environment.

They also seem to believe they need help. One cure for some of the stress is to put more women in uniform, Bard said. Experience in Sweden, Israel and England show how good women police officers can be. Half the present police academy class in New York is women, he said.

"The reaction from the men is incredible," he said.

FOUR EXAMPLES OF CRIMES AFFECTING THE SELF CONCEPT

1. Burglary: first layer: generally hurts the victim only at the outermost layer - the property, which is the extension of the self.
2. Armed Robbery: second layer: because of the contact with the robber and the threat to the actual physical self of the victim, armed robbery generally intrudes into the second layer of the self.
3. Assault and Robbery: third layer; generally hurts the victim through the inner self, physical pain as well as property stolen.
4. Rape: fourth layer: penetrates beyond bodily harm into victim's basic values and emotions.

DISCUSSION POINTS (1)

- A. Are police officers expected to have different morals than other people?
 - 1. Why?
 - 2. Is it fair?
- B. Does the press treat stories about police officers different than other occupations?
- C. Department Attitudes
 - 1. Drinking
 - 2. Children
 - 3. Living together
- D. Does the public have the right to expect you to be different?
- E. Party
 - 1. How do people react?
 - 2. Drinking
- F. Family
 - 1. Neighborhood
- G. Good community relations can't exist without police integrity
 - 1. High ethical standards are more essential for police than any other group in society
 - a. Police entrusted with enforcement of fundamental rules that guide society's conduct.
 - b. Police violate law, dishonor law and authority they represent.

NOTE: Several varieties of gratuities are commonly offered to police officers. Free coffee, free donuts and free cigarettes are as damaging to your image as money given in exchange for favors. Any variety of gift leaves you in a position of compromise. Perhaps nothing is asked in return for the gift, but in the eyes of an observer, and the minds of the giver and you, the officer, there may be a doubt. This doubt relates to the fairness with which you would treat the giver in any incidents which might come up in the future. All these compromising situations are to be avoided. By carrying proper change for coffee and cigarettes, you can avoid having to ask for a bill. Then, if one is not presented, you have the change handy to pay. Not only does this avoid the problem of someone giving you something, but also avoids the problem of having it look like you are asking for a special privilege, just because you are a police officer.

DISCUSSION POINTS (2)

Behavior (conduct) is determined by:

1. Laws - City, County, State, Federal

More laws than anyone can possibly know. Must determine which laws we will concentrate on. Discretion is the key to enforcement.

Not all laws are enforced. Conflicts in law, law of resources, etc. Key is that enforcement is based upon fair and impartial treatment to all who are in the same situation.

2. Rules and Regulations - Municipal Rules, Departmental Rules, Divisional Rules.

Rules that are not enforced do not exist. Violation of archaic rules might not be unethical.

Officers would be expected to report violations of law but not that another officer does not wear his hat.

3. Community - Many sub communities make up the total community policed by an agency. Community, through elected representatives, will indicate a desire for greater attention to some problems than others. Conflicting demands of community groups.

4. Peers

5. Personal Background -

Religion
Family
Economic/Social
Previous work experience
Education

DISCUSSION EXAMPLE #1

A younger and promising officer was teamed with an older, questionable partner. The men worked in a patrol car together without incident for approximately six months. While checking a business district one night, the younger officer was driving and his partner was shaking doors. While shaking the door of a small radio business he found the door open. It was a one-room business, and he motioned for his partner to remain in the car.

Shortly thereafter, the officer came out of the business with a small portable radio under one arm. He got into the car and told his partner that the store apparently had been left open by the owner's error and that he had relocked the night latch.

The young officer knew that the theft was wrong, but did not know what to do about it. He remained silent and the same act occurred again approximately one month later. On this occasion, the act was observed by a retired army officer who had a clear view of the scene from the hotel across the street. He reported the incident to the Chief of Police. In a subsequent investigation, the Chief fired the older officer and severely disciplined the younger officer.

A newspaper discovered the cause of the disciplinary action. A "white-wash" editorial was written and the District Attorney was forced to issue theft complaints against both officers. Both men were convicted by an unsympathetic jury.

Had the younger officer taken proper action in the first incident, the unethical officer could have been eliminated from the profession; the young officer could have been spared the disgrace of a conviction; the profession would have been spared the embarrassment of public scandal.

DISCUSSION EXAMPLE #2

Two officers in a patrol car were working a night shift, and the senior officer drove to a drive-in cafe where he offered to take a car-hop home when she got off work at 2 AM.

At 2 AM, the officers picked up the car-hop, and the senior officer suggested to his younger partner that they drive through the park. The young partner reluctantly complied with the suggestion. At an appropriate dark and secluded place, the senior man suggested that they stop and that "Junior" take a walk. "Junior" took the walk and while some distance from the car, heard the carhop call out for help. Knowing that only his partner was in the car, he did not respond until summoned by a honk of the horn as previously arranged by his partner. Upon reaching the car he noticed the officer and the girl were arguing, but he wasn't too concerned and drove the girl home. The next day when the officers reported for work, they were arrested on a warrant and charged with rape.

Although the junior man may have appeared innocent, he was charged as a principal due to the unusual circumstances. He was tried and both men were convicted of rape by an outraged jury who couldn't believe that such things went on within their police department. Both men were sent to State prison.

These true examples are cited to emphasize the unusual role held in society by police officers, and pinpoints the need for ethical officers to display the courage required to uphold the honor of their profession. Had these officers stood their ground and refused to allow the acts to occur, these stories would have had a happier ending.

The cases cited are serious felonies and are actually more clear cut and easier to handle than many of the simple types of unethical practices which can be encountered. An officer who observes or becomes aware of another officer committing a simple type of unethical practice should, in most instances, discuss the matter with the violator. This discussion should be a free exchange of ideas, permitting both parties an opportunity to learn from the incident. This is probably the best solution to all less serious offenses. More serious cases or infractions must be handled individually. **THE IMPORTANT POINT IS THAT SOME TYPE OF ACTION MUST BE TAKEN.**

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