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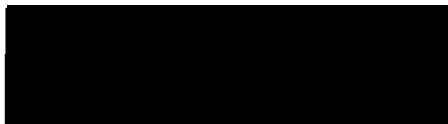
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VETERAN POLICE OFFICERS FIELD TRAINING:
SUPERVISORS IN ETHICS AND INTEGRITY

A Project
Presented to the
Faculty of
California State University,
San Bernardino


by
Bryce Michael Mibeck
June 2003

Approved by:



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MAY 16, 03
Date



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ABSTRACT

There is an increasing need for police officers to possess integrity, and to exhibit ethical behavior in their dealings with the public, police agencies, the criminal justice system itself, and in their personal lives. Currently, ethics instruction is presented to police officer trainees in the basic police academy, prior to their assignment to field police work. However, the need for an advanced officer course in police officer integrity and ethics to refresh ethics training for veteran police officers, field training officers, and supervisors has arisen. This is because recent events indicate an erosion of public trust in police ethics and integrity. According to a review of current literature, police administrators and criminal justice educators currently believe that ethics can be taught, that training is a key to the promotion of police integrity, and that lecture format is unsuitable to ethics and integrity training.

This study found that an advanced officer training course for veteran police officers, field training officers, and supervisors was necessary, and would promote overall police integrity. The study recommends that an advanced officer course in police ethics and integrity be

developed targeted to veteran police officers, field training officers, and supervisors.

ACKNOWLEDGMENTS

This thesis and project, and my whole participation in the Master's program, would not have been possible without the assistance of my lovely wife, Teresa, who watched the children and put off her college plans so I could finish this program.

My mother, Genevieve Mibeck, who offered to help finance my graduate education, helped me immensely, as did my mother-in-law, Dianne Paniagua, who stepped in when things got tight. The support of both of them has been immeasurable.

Joe Scarcella and Tim Thelander, who hung in there with me, pushed me when I needed it, and read this thesis more times than I care to think about. They cannot be thanked enough.

DEDICATION

This thesis and project are dedicated to my wife, Teresa, for her love, encouragement, and support over the years.

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CHAPTER ONE

BACKGROUND

Introduction

The contents of Chapter One present an overview of the project. The contexts of the problem are discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Context of the Problem

The context of the problem was to address the increasing need for police officers to possess integrity, and to exhibit ethical behavior in their dealings with the public, police agencies, the criminal justice system itself, and in their personal lives. Currently, ethics instruction is presented to police officer trainees in the basic police academy, prior to their assignment to field police work. Ethics is a portion of the twelve hours of instruction in the Learning Domain of History, Professionalism and Ethics, which is regulated by the California Commission on Peace Officer Standards and Training (1998).

The History, Professionalism and Ethics instruction is mostly in lecture format, and is inadequate for two reasons. First, the Basic Police Academy is not an effective forum for presenting the issues and concerns of integrity and ethics training. Specifically, police recruits or cadets being trained in the basic academy are being "inundated" with a huge amount of information on the knowledge and skills necessary to becoming a field police officer, and are less inclined to be receptive to training that is more imprecise in nature, such as training in ethics and integrity. Second, police academy recruits do not yet have the practical experience to completely understand and appreciate such instruction. For example, the police academy recruit will easily decide not to ever lie to his or her supervisors while encountering the discussion of those issues in a basic academy ethics and integrity training session, but that decision is made naively, as the recruit or cadet has never faced the fear of having to admit human error or loss of emotional control to a supervisor in the police context.

Upon completion of the basic police academy, police officers are placed in a field-training program with one or more seasoned field-training officers. According to the Department of Justice (1997), the trainee is often

instructed by the field-training officer to forget most of what he or she has learned in the academy as theoretical knowledge, in favor of the practical knowledge expected to be gained from the field-training officer. A certain level of training loss thus occurs. The field training programs, however, seem to include little or no instruction in ethics and integrity (Department of Justice, 1997).

Considering this, an advanced officer course in ethics and integrity would be much more significant if offered as an advanced officer class to experienced police officers. It is necessary for such a course to instruct veteran police officers in the concepts of ethical behavior and integrity. Not to mention, it can be used as refresher training where experienced police officers can share authentic case studies with examples and scenarios. The course will also include police field training officers and police supervisors prior to their placement in these important assignments.

Purpose of the Project

The purpose of the project was to develop and design a curriculum for veteran police officers, police field training officers, and police supervisors of the San Bernardino Sheriff's Department. The course will portray

an ethical code for their behavior, and demonstrate the reasons for such behavior. It will also reinforce the need for them to engage in that behavior on an ongoing basis.

Specifically, the curriculum will incorporate audio-visual material, lecture, presentation software, and problem-based learning principles to create a meaningful course of instruction. The course would define ethics and integrity; describe the standards of behavior expected of police officers; outline the consequences of failure to meet those standards using the anecdotal stories of officers who have been disciplined for unethical behavior; and use scenarios and problem-based learning techniques to allow students to practically apply these theoretical principles.

Significance of the Project

Law enforcement officers are under increasing scrutiny for the ethical standard of their behavior. To illustrate, the Rodney King incident, the Rampart Scandal, the lack of public trust demonstrated in the O.J. Simpson verdict, and recent court decisions all highlight the lack of public confidence in the police and need to regain that confidence through the adherence to a strict moral and ethical code of conduct. Within the agency for which this

course would be developed, the San Bernardino Sheriff's Department, there has been recent public revelation of unethical behavior on the part of one of its sergeants (VanHorne, 2001).

In 1996, in order for society to deal with this issue, the National Institute of Justice and the Office of Community Oriented Policing Services, both of which are divisions within the U.S. Department of Justice, convened the National Symposium on Police Integrity. Over 200 participants included police officers and administrators, police researchers, government and management experts, community leaders, and others with in the field of law, philosophy, and other professional and academic disciplines. One of the key issues identified by several symposium participants was the need for additional training of police officers and supervisors in the area of ethics and integrity (Department of Justice, 1997).

Moreover, a Board of Inquiry convened by Los Angeles Police Chief Bernard Parks to examine the Rampart Scandal identified the need for additional training in ethics and integrity (Los Angeles Police Department, 1998). A 2000 survey of 925 randomly selected police officers concerning police attitudes toward the abuse of authority found that a majority of these officers agreed that additional

training in ethics and integrity served to prevent the abuse of authority (Weisburd & Greenspan, 2000).

Assumptions

The following assumptions were made regarding the project:

1. Ethical behavior and integrity are desirable characteristics in a police officer in a democratic society.
2. Individual behavior can be influenced and even changed through training and modeling.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. This course is limited to officers, field training officers, and supervisors of the San Bernardino Sheriff's Department.
2. The length of the course is limited to the amount of time that the San Bernardino Sheriff's Department is willing and able to release their

personnel from their regular duties for this training.

3. The scope of this project is limited to the resources available to police training facilities.

Delimitations

The following delimitations apply to the project:

1. With modification, this course could be presented to veteran police officers, police field training officers, and police supervisors nationwide.
2. This course could be presented in a longer format if police agencies are willing to release officers for longer periods of time, such as a two or three day format.
3. This course could also be presented through community colleges or regional occupational programs.

Definition of Terms

The following terms are defined as they apply to the project.

Course - The organization of subject matter and related learning experiences provided for the instruction of

students on a regular or systematic basis (National Center for Education Statistics, 2001).

Curriculum - The planned interaction of students with instructional content, instructional resources, and instructional processes for the attainment of educational objectives (National Center for Education Statistics, 2001).

Ethics - Ethics refer to the standards of conduct; standards that indicate how one should behave, based on moral duties and virtues, which are themselves derived from principles of right and wrong. As a practical matter, ethics is about how we meet the challenge of doing the right thing when that will cost more than we want to pay (Josephson, 2001).

Instruction - The activities dealing directly with students and/or with improving the quality of student learning (National Center for Education Statistics, 2001).

Instructor - one that instructs (Merriam-Webster Online Dictionary, 2001).

Integrity - a reasonably coherent and relatively stable set of core moral virtues (U.S. Department of Justice, 1997).

Student - a scholar, learner, one who attends a school, or one who studies (Merriam-Webster Online Dictionary, 2001).

Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project. Project references follow Chapter Four. Finally, the Appendix consists of the project: the Course Outline and Lesson Plan; the Student Learning Activities; a description of visual aids; student handout materials; and testing instruments.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, the need for an advanced officer course, the definitions and core components of integrity, and the recommended content of the course.

Need for Advanced Officer Instruction Course

In convening the National Symposium on Police Integrity in 1996, the U.S. Department of Justice's National Institute of Justice and Office of Community Oriented Policing Services identified the public trust and confidence in the police as an essential element of a successful democracy (Department of Justice, 1997).

In his keynote address to the Symposium on July 14, 1996, Dr. Stephen Vicchio, professor of philosophy at the College of Notre Dame in Baltimore, quoted a 1995 study. This study indicated that Americans, who ranked the profession of police officer fifth among twelve different professions in moral confidence and trust in 1980, now ranked the profession of police tenth of the twelve

professions, above only that of lawyer and politician (Department of Justice, 1997).

In its executive summary and review of recommendations made by workgroups at the Symposium to improve this situation, the National Institute of Justice and Office of Community Oriented Policing Services identified an action plan that included the development of curricula, particularly for in-service training, as a critical response to this police ethics crisis (Department of Justice, 1997).

Janet Reno, Attorney General from 1993 to 2001, stressed that training of police officers does not end upon completion of the police academy, but that some of the most important training occurs in the field training officer phase and in continuing education programs (Department of Justice, 1997).

At the same symposium, Winthrop Swenson, Managing Director of the Business Ethics Services Group, KPMG Peat Marwick, pointed out that ethics has also been a concern within the business community, and cited a 1980 study that revealed significant ethics offenses among Fortune 500 companies (Department of Justice, 1997).

In its examination of the Los Angeles Police Department Rampart Scandal, the Board of Inquiry

recommended the development of a standardized curriculum on ethics, integrity, mentoring, and leadership. This was recommended for all Los Angeles Police Department members, particularly at the supervisory levels (Los Angeles Police Department, 1998).

Weisburd and Greenspan (2000) conducted a survey of police officers concerning their attitudes toward the abuse of authority. One of the interesting facts they found was that a majority of police officers who had received additional training in ethics and integrity believed that the training served to prevent the abuse of authority. The U. S. Department of Justice, in its publication Promoting Police Integrity, identified that police officers should receive recruit and recurring scenario-based training on integrity and ethics (Department of Justice, 2001).

Gilmartin (2000) maintains that officers' core values can be undermined by a sense of "entitlement", leading to replacement of core values within a police department by "situational ethics" such as that police officers deserve professional courtesy, or a belief that rules don't apply to the police. The only way a police department can avoid this erosion of ethics is through an ongoing effort of

training and frank discussion of the issues of maintaining integrity and ethical standards.

Definitions and Core Components of Integrity

Dr. Vicchio identified a person of integrity as someone who possesses "a reasonably coherent and relatively stable set of core moral virtues," and whose behavior tends to reflect those principles (Federal Bureau of Investigation, 1997). He went on to associate integrity with seven core virtues, which he admitted, is not necessarily complete (Federal Bureau of Investigation, 1997):

Prudence - Best described as practical wisdom, or the ability to deliberate and discern apparent conflicts between virtues and decide on a course of action (or inaction);

Trust - Loyalty and truthfulness in the three major police relationships: that of citizen to officer, officer to officer, and officer to supervisor;

Effacement of self-interest - This is resisting the natural tendency to exploit or take advantage of citizens for personal power, prestige, profit, or to advance a corrupt departmental goal;

Courage - As cited by Vicchio (1997) as a mean between two extremes: cowardice and foolhardiness. Vicchio identified a sort of moral courage, where the individual has a reasonably coherent set of core values, and is courageous enough to stand by them. This is unlike the weak-willed individual, who possesses the core values, but lacks the courage to follow them;

Intellectual Honesty - Basically, having the honesty to admit lack of knowledge, and humble enough to seek that knowledge when necessary;

Justice - A sense of what is right and wrong, and adjusting what a citizen is owed, which sometimes requires removing justice's blindfold;

Responsibility - Refuses to evade accountability for poor performance or poor judgment by finding and giving self-serving excuses (Federal Bureau of Investigation, 1997).

Content of the Course

The California Commission on Peace Officers and Training (commonly referred to as "P.O.S.T.") is responsible for the content, criteria, and format of all

peace officer training in California. The training currently provided for the Basic Academy Course is a twelve-hour block of instruction, mostly lecture, on History, Professionalism and Ethics. The only learning activity mandated by P.O.S.T. is the following:

Given a minimum of three word pictures, videotapes or other stimulus materials provided by the instructor which depict potential examples of unprofessional or unlawful conduct by peace officers, the student will participate in a facilitated discussion. At a minimum, the discussion must address:

1. Whether the behavior was unlawful, unethical, or inconsistent with the *Law Enforcement Code of Ethics* and/or the *Code of Professional Responsibility for Peace Officers*
2. The potential sanctions that could result from the behavior
3. Potential perceptions of the public regarding the behavior
4. Whether or not intervention is appropriate.
(California Commission on Peace Officer Standards and Training, 1998, p. 1-1)

Basic Academy training in ethics and integrity for the San Bernardino Sheriff's Department has been based on the "Pillars of Character" (San Bernardino Sheriff's Department, 2002). The six Pillars of Character, as identified by Josephson (2001), are:

Trustworthiness - The most complicated of the six, trustworthiness concerns such qualities as honesty, integrity, reliability, and loyalty.

Respect - The essence of respect is the display of regard for the worth of all people, including oneself. It focuses on the moral obligation to honor the essential and dignity of each individual, and prohibits unnecessary violence, humiliation, manipulation, or exploitation.

Responsibility - Being responsible means recognizing that what we do or don't do matters and we are morally responsible for the consequences. It means being accountable for what we do and who we are.

Fairness - Often a tricky concept when presented by competing interests, fairness involves issues of equality impartiality, proportionality, openness, and due process.

Caring - Since it is difficult to be truly ethical and not genuinely concerned with the welfare of others, caring is about our responsibilities to others.

Citizenship - Citizenship involves civic virtues and duties that prescribe how we should behave as a member of a community.

Vicchio also identified five types of individuals lacking in integrity (Federal Bureau of Investigation, 1997):

Moral Chameleon - whose core values may be quickly modified or abandoned to avoid accommodate others and avoid conflict.

Opportunist - whose moral value is primarily based around his or her own self-interest.

Hypocrite - who has one set of values for public consumption, but uses other values for a moral code. In other words, the hypocrite pretends to live by a certain set of standards, but does not.

Morally weak-willed - has a set of moral values, but lacks the courage to live by them.

Moral self-deceiver - believes he or she is acting by a certain code and according to a certain set of moral standards, but is not (Federal Bureau of Investigation, 1997).

Goldstein (as cited in Pollock & Becker, 1995) identified four organizational and occupational dimensions that influence police corruption:

Organizational rules - These are the organizational rules that govern corruption within the

organization, including the laxity or severity with which they are enforced

Prevention and control mechanisms - Describes the workings of internal affairs and pre-employment screening systems

The Code or Blue Curtain - This addresses police officers' willingness of police officers to report the misconduct of their colleagues

Public Expectations - This concerns the extent to which the community tolerates corruption

Pollock and Becker (1995) stated from their experience in teaching police ethics that police ethics training should focus on the ethical dilemmas, particularly those identified by the individual students themselves, and use group discussion techniques to resolve or further clarify those dilemmas.

In his presentation to the National Symposium on Police Integrity in 1996, Howard Safir, then Police Commissioner for the City of New York, emphasized that police training should include the anecdotal stories of police officers who had gotten into trouble. That is, officers telling other officers how and why they made poor ethical decisions and what happened to them as a result (Department of Justice, 1997).

Captain Swope of the Washington, D.C. Police Department, stated that mediocrity is the major cause of lack of integrity in American police officers. By failing to deal with the mediocre performance of those few officers who have few of the core virtues of integrity, police executives and supervisors foster a culture where police officers observe mediocre performance on the part of their peers. As they observe this performance and police executives and supervisors fail to deal with those individuals, more officers begin to imitate that mediocre performance (Department of Justice, 1997).

Jones, President of the Law Enforcement Integrity Institute, said that ethics training for law enforcement must be proactive. It should be less "warm and fuzzy", and should be taught by those with credibility among the law enforcement profession (Department of Justice, 1997).

In its summary of the symposium, the Department of Justice recognized the failure of the lecture format in training to effectively communicate regarding integrity issues. Furthermore, one of the key recommendations was that integrity training engage officers in group discussion of integrity concerns (Department of Justice, 1997).

In their description of the design of an ethics training program for the Santa Monica, Cortrite and Mortensen (1998) pointed out the perception of ethics training among rank-and-file police officers as a passing fad, and identified a critical first step as the selection of the ethics instructor. They also emphasized video presentation and class discussion in preference to a lecture format.

Summary

The literature important to the project was presented in Chapter Two. Pertinent literature stressed the need for additional training in integrity and ethics for police officers, as well as recommendations for curricula and methodology.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. Specifically, the student population this course was developed for will be described. Then the course materials that were developed will be described, including the course description, course outline, testing instruments, and examples of course assignments. The chapter concludes with a summary.

Population Served

This course is intended for use by any police agency under the training umbrella of the California Commission on Peace Officer Standards and Training (P.O.S.T.), specifically, San Bernardino Sheriff's Department and San Bernardino Valley College working with veteran police officers, police training officers, and police supervisors. All class participants will have a high school diploma, and some will have an Associate or higher degree. Almost all participants will have a minimum of two years of field police experience, and most will have more, with the mean being between five and seven years of field experience. Students will range in age from 25 to 55, with

the mean at about 35. Motivation is expected to be low to moderate, because the class will be initially perceived by some as "window dressing", or as a tool for police administrators to appear "politically correct". These drawbacks will have to be overcome by the enthusiasm of the instructor, and by the type and creativity of training techniques (Cortrite and Mortensen, 1998).

Curriculum Development

Curriculum Design

Since Basic Academy training is currently based on the Pillars of Character (San Bernardino Sheriff's Department, 2002), the content of the curriculum was developed using that material and other material identified by the Josephson Institute of Ethics (2001). Additional curriculum was developed by the author based on the recommendations of various experts and scholars contained in the literature review.

Since training in ethics and integrity is more concerned with influencing behavior than with instructing and demonstrating concrete knowledge and skills, emphasis was placed on small group discussion, audio-visual material and individual learning exercises. The intent of this course was to stimulate class discussion, leading to

the development of an understanding of integrity and ethics issues, and recognition of common ethical dilemmas and rationalizations.

With that in mind, the first exercise will be for students to write about an ethical dilemma that they have faced in their career, including their description of the nature of the dilemma itself and how they handled the situation. The descriptions would, of course, be anonymous.

Next would be lecture on definitions of ethics, integrity, and other important words and phrases connected with the subject matter. Following this would be a video presentation of an officer who was currently serving time in prison for an improper use of force, and discussion of that topic afterward.

Breaking up the class into discussion groups, the groups would then be asked to brainstorm situations where it was acceptable to lie, placing the circumstances on a flip chart for presentation to the entire class, and electing a spokesperson to present them. Each group would prepare their spokesperson to justify each example, giving the reasons why it is acceptable to lie, and illustrating the line between acceptable and unacceptable dishonesty.

Next would follow a video of a common "cop" movie, featuring a hero or protagonist who frequently violates the rights of criminals ("Dirty Harry" or something similar). After viewing the movie, lecture would focus on the Constitution and the Bill of Rights, encouraging class discussion on the inconsistency between the desires of our Founding Fathers and the scenes observed in the movie.

Following the discussion of movie v. the Bill of Rights, the class would be divided into two groups. Each group would then be assigned a justification in a debate over police officers' acceptance of gratuities from the public, such as free drinks, half-price meals, etc. One group would be tasked to argue for the acceptance of gratuities, while another would be tasked to argue against it.

Following the debate, lecture would present the Pillars of Character (Josephson, 2001). Within this lecture, students would be presented with the five types of persons lacking in integrity (Federal Bureau of Investigation, 1997).

Breaking the class into their discussion groups, each group would be assigned a type of person lacking in integrity. The class would then be given set of circumstances calling for a moral decision (e.g. the offer

of a bribe by a major drug dealer); and each group would decide and present to the class how their type person would react in that given situation. This exercise could be repeated several times if the facilitator believes the class is gaining from the discussion. The goal of the exercise would be to encourage self-examination by students to see if their reaction in a similar situation would coincide with one of the different types, hence, their character may have attributes of one of those types. Following the discussion, lecture would continue on the Pillars of Character (Josephson, 2001).

Next, discussion groups would each be assigned to one of the ethical dilemmas described by the students themselves in the earlier exercise. Following this, lecture would focus on some of the most common rationalizations to which people are vulnerable in justifying unethical behavior to themselves and to others.

The final exercise of the day would be a role-playing exercise, with students playing the roles of a disciplinary board, with the power to decide and implement punishment. Other students would role-play the officers being disciplined for various alleged violations of Sheriff's Department policies and procedures, ranging from most serious to mere technical violations. The officers

being disciplined would be given a role-play scenario of the arguments of the officer, including attitude, degree of remorse, etc. The board would then have to delineate the guilt or innocence, and mete out punishment, justifying all of these to the class.

Content Validation

To validate the contents of this curriculum, an ad hoc advisory committee was formed, the contents were presented to the committee, which reviewed and made recommendations for the course. The selection criteria for the advisory committee members was that they be sworn personnel of the San Bernardino Sheriff's Department of command rank (Lieutenant or above), who had experience in investigating police misconduct, usually through active experience as either an investigator or supervisor in the Internal Affairs or Professional Standards Division of the San Bernardino Sheriff's Department. Additionally, experience in instructing police officers in ethics/integrity was highly desired.

Course Outline

The following is the content of the recommended course in California POST outline form.

Ethics and Integrity

- I. Introduction and ice breaker
 - A. Describe an ethical dilemma you have faced as a police officer and your solution to it.
- II. What is Ethics Anyway?
 - A. Ethics
 - B. Moral Duty
 - C. Moral Virtue
 - D. Values
 - E. Values vs. Ethics
- III. Integrity Exercise
 - A. When is it acceptable to lie?
- IV. Video Presentation
- V. Bill of Rights
 - A. Amendment 1
 - B. Amendment 2
 - C. Amendment 4
 - D. Amendment 5
 - E. Amendment 6
 - F. Amendment 8
 - G. Amendment 14
- VI. Debate
- VII. Six Pillars of Character

- A. Trustworthiness
- B. Respect
- C. Responsibility
- D. Fairness
- E. Caring
- F. Citizenship

VIII. Trustworthiness

- A. Honesty
- B. Integrity
- C. Reliability
- D. Loyalty

IX. The Four Enemies of Integrity

- A. Self-interest
 - 1. Things we want
- B. Self-protection
 - 1. Things we don't want
- C. Self-deception
 - 1. A refusal to see a situation clearly
- D. Self-righteousness
 - 1. An end-justifies-the-means attitude

X. Five personality types lacking integrity

- A. Moral Chameleon
- B. Moral Opportunist
- C. Hypocrite

- D. Morally weak-willed
- E. Moral Self-deceiver
- XI. Group Discussion Exercise
 - A. Reaction of an individual of each type to a specific ethical dilemma.
- XII. Reliability
- XIII. Loyalty
 - A. Limitations to Loyalty
 - B. Prioritizing Loyalties
 - C. Safeguarding Confidential Information
 - D. Avoiding Conflicting Interests
- XIV. Respect
 - A. Civility, Courtesy and Decency
 - B. Autonomy
 - C. Tolerance
- XV. Responsibility
 - A. Accountability
 - B. Pursuit of Excellence
 - C. Self-Restraint
- XVI. Fairness
 - A. Process
 - B. Impartiality
 - C. Equity
- XVII. Caring

- XVIII. Citizenship
- XIX. Ethical Dilemma Exercise
- XX. Common Rationalizations
 - A. The False Necessity Trap
 - B. If It's Legal and Permissible, It's Proper
 - C. I Was Just Doing It for You
 - D. I'm Just Fighting Fire With Fire
 - E. It Doesn't Hurt Anyone
 - F. Everyone's Doing It
 - G. It's OK If I Don't Gain Personally
 - H. I've Got It Coming
 - I. I Can Still Be Objective
 - J. If It's Necessary, It's Ethical
- XXI. Role Playing Exercise
- XXII. Final Video

Current Programs

There are three POST approved classes offered in the State of California. One is a forty (40) hour class entitled, "Ethics and Character Training," offered by Golden West College under the auspices of their Regional Criminal Justice Training Center in Huntington Beach. Another is an eight (8) hour entitled, "Ethics in Law Enforcement," offered by the Rio Hondo Regional Training

Center in Whittier. The third class, "Ethical Dilemmas in Public Safety", is offered by the State Center Regional Training Facility at Fresno City College, and is eight (8) hours long.

These classes are inadequate to the needs of the San Bernardino Sheriff's Department for the following reasons: First, the forty hour class is too long to allow most divisions within the Sheriff's Department to spare their personnel to attend. Second, the lack of proximity of the other two classes to San Bernardino County makes it prohibitive for San Bernardino Sheriff's Department to send any more than a few select individuals.

Summary

The steps used to develop this project were outlined. The target population for this course was identified. This course was designed to increase awareness of ethics and integrity issues among veteran police officers, field training officers, and police supervisors. This course would be an original course, provided under the auspices of P.O.S.T. and San Bernardino Valley College.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the conclusions gleamed as a result of completing the project. Further, the recommendations extracted from the project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusions extracted from the project follow.

1. Nationwide, police organizations have experienced a crisis in ethics and integrity issues.
2. Noted experts in the criminal justice have recommended advanced officer training as part of a solution to the crisis.
3. Currently, most training in ethics and integrity to officers of the San Bernardino Sheriff's Department occurs at the basic academy training level, and there is no advanced officer training program.

Recommendations

The recommendations resulting from the project follow.

1. To address the problem of police integrity and ethics, it is recommended that an advanced officer class in integrity and ethics be implemented for presentation to veteran police officers, field training officers, and police supervisors.

Summary

Chapter Four reviewed the conclusions extracted from the project. Lastly, the recommendations derived from the project were presented.

APPENDIX A
SAN BERNARDINO VALLEY COLLEGE
COURSE OUTLINE

SAN BERNARDINO VALLEY COLLEGE COURSE OUTLINE

I. Need for the course

Officers of the San Bernardino Sheriff's Department need an advanced officer course in ethics and integrity. Ethics and integrity training is provided in the basic recruit academy, but the refresher course is needed for veteran police officers, field training officers, and supervisors.

II. Cultural Diversity

Culturally diverse issues will be discussed in class. Students in this course will discuss how different cultures, student ages, and genders make ethical decisions.

III. Rationale for other requests: None

IV. Catalog Description

Using small group discussion, audio-visual material and individual learning exercises, you'll engage in class discussion, leading to the development of an understanding of integrity and ethics issues, and recognition of common ethical dilemmas and rationalizations.

V. Number of times the course may be repeated for credit: One

VI. Expected outcomes for the students

By the end of this course, students will be able to:

- A.** Define ethics, integrity, and explain the difference between values and ethics.
- B.** Identify the Six Pillars of Character and possess an understanding of how they influence ethical decisions.
- C.** Identify seven of the ten common rationalizations, and possess an understanding of how they influence ethical decisions.
- D.** Identify the five types of individuals lacking in moral values, and accurately predict the response of an individual of each type to a specific ethical dilemma.
- E.** Given a video presentation portraying a police officer who violates the civil rights of criminal defendants, students will understand the civil rights violations and be able to explain the importance of civil rights to the liberty of a free nation.

- F. Students will identify the four enemies of integrity and explain their relationship to ethical decision making.
 - G. Students will engage in a free classroom discussion of police acceptance of gratuities, and identify the potential problems of acceptance.
- VII. Course content outline
- A. Introduction and ice breaker
 - B. What is Ethics Anyway?
 - C. Integrity Exercise
 - D. Bill of Rights
 - E. Classroom debate over acceptance of gratuities
 - F. Six Pillars of Character
 - G. Five personality types lacking integrity
 - H. Group Discussion Exercise
 - I. The Four Enemies of Integrity
 - J. Ethical Dilemma Exercise
 - K. Common Rationalizations
 - L. Role Playing Exercise
- VIII. Methods of Instruction
- This incorporates lecture, role-playing, small group activities, learning games, video presentations, and presentation software.
- IX. Typical Assignments
- Students will participate in a small group discussion where they will evaluate the anonymous response of other class participants to an ethical dilemma.
- X. Methods of Evaluation
- Students will be evaluated on their performance in group exercises and
- XI. Typical Texts
- Handouts will be produced by the instructor and provided to the students.

APPENDIX B
POST COURSE OUTLINE

POST COURSE OUTLINE

Ethics and Integrity

- I. Introduction and ice breaker
 - A. Describe an ethical dilemma you have faced as a police officer and your solution to it.
- II. What is Ethics Anyway?
 - A. Ethics
 - B. Moral Duty
 - C. Moral Virtue
 - D. Values
 - E. Values vs. Ethics
- III. Integrity Exercise
 - A. When is it acceptable to lie?
- IV. Video Presentation
- V. Bill of Rights
 - A. Amendment 1
 - B. Amendment 2
 - C. Amendment 4
 - D. Amendment 5
 - E. Amendment 6
 - F. Amendment 8
 - G. Amendment 14
- VI. Debate
- VII. Six Pillars of Character
 - A. Trustworthiness
 - B. Respect
 - C. Responsibility
 - D. Fairness

- E. Caring
 - F. Citizenship
- VIII. Trustworthiness
- IX. The Four Enemies of Integrity
- X. Five personality types lacking integrity
 - A. Moral Chameleon
 - B. Moral Opportunist
 - C. Hypocrite
 - D. Morally weak-willed
 - E. Moral Self-deceiver
- XI. Group Discussion Exercise
 - A. Reaction of an individual of each type to a specific ethical dilemma.
- XII. Reliability
 - A. Self-interest
 - 1. Things we want
 - B. Self-protection
 - 1. Things we don't want
 - C. Self-deception
 - 1. A refusal to see a situation clearly
 - D. Self-righteousness
 - 1. An end-justifies-the-means attitude
- XIII. Loyalty
 - A. Limitations to Loyalty
 - B. Prioritizing Loyalties
 - C. Safeguarding Confidential Information
 - D. Avoiding Conflicting Interests

- XIV. Respect
 - A. Civility, Courtesy and Decency
 - B. Autonomy
 - C. Tolerance
- XV. Responsibility
 - A. Accountability
 - B. Pursuit of Excellence
 - C. Self-Restraint
- XVI. Fairness
 - A. Process
 - B. Impartiality
 - C. Equity
- XVII. Caring
- XVIII. Citizenship
- XIX. Ethical Dilemma Exercise
- XX. Common Rationalizations
 - A. The False Necessity Trap
 - B. If It's Legal and Permissible, It's Proper
 - C. I Was Just Doing It for You
 - D. I'm Just Fighting Fire With Fire
 - E. It Doesn't Hurt Anyone
 - F. Everyone's Doing It
 - G. It's OK If I Don't Gain Personally
 - H. I've Got It Coming
 - I. I Can Still Be Objective
 - J. If It's Necessary, It's Ethical
- XXI. Role Playing Exercise
- XXII. Final Video

APPENDIX C
POST HOURLY DISTRIBUTION

POST HOURLY DISTRIBUTION

Ethics and Integrity

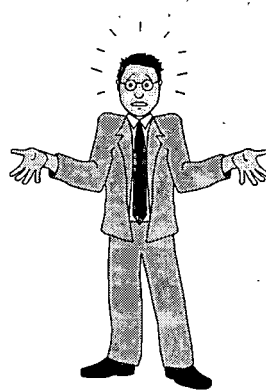
Introduction and ice breaker	0800-0900
What is Ethics/Integrity Exercise	0900-1000
Video Presentation/Bill of Rights	1000-1200
Lunch	1200-1300
Personality types/Debate	1300-1400
Six Pillars of Character/Group Exercise	1400-1500
Ethical Dilemma Exercise/ Common Rationalizations	1500-1600
Role Playing Exercise/Final Video	1600-1700

APPENDIX D
POWERPOINT PRESENTATION SLIDES

Ethics and Integrity

Bryce M. Mibeck
San Bernardino Sheriff's Department
Inland Regional Narcotics Enforcement Team
(909) 383-6500

Ethical Dilemma Exercise



Have each student briefly describe an ethical dilemma they have faced while in law enforcement. Have them describe the incident/s, what the ethical quandary was, and how they dealt with it.

What is Ethics Anyway?

Ethics

Ethics refer to the standards of conduct , standards that indicate how one should behave, based on moral duties and virtues, which are themselves are derived from principles of right and wrong. As a practical matter, ethics is about how we meet the challenge of doing the right thing when that will cost more than we want to pay.

Moral Duty

Moral duty refers to the obligation to act or refrain from acting, according to ethical principles. Moral duty obliges us to act in certain ways, as well as to refrain from acting in other ways.

Moral Virtue

Moral virtue goes beyond moral duty. It refers to moral excellence, characteristics or conduct worthy of praise or admiration. Moral virtue is an ideal, not ethically mandatory.

Values

Values are core beliefs or desires that guide or motivate attitudes and actions. They define the things we prize the most, or the priority we place on some values over others.

Values vs. Ethics

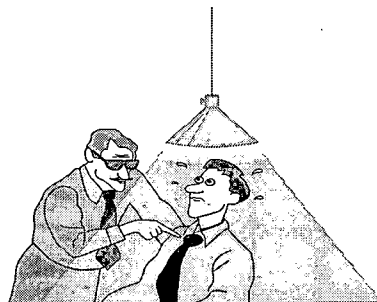
It is important to remember that “values” and “ethics” are not interchangeable. Ethics concerns how a moral person should behave, while values are the beliefs and attitudes that determine actual behavior



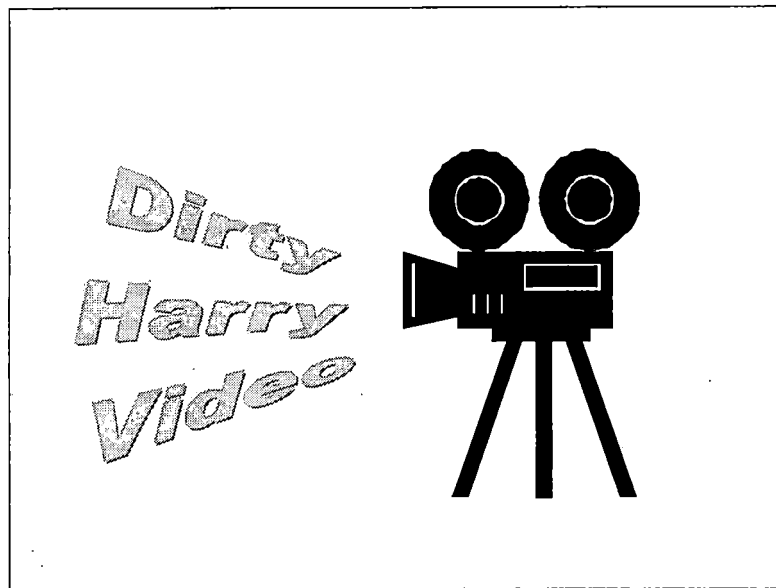
Show LASO video

Integrity Exercise

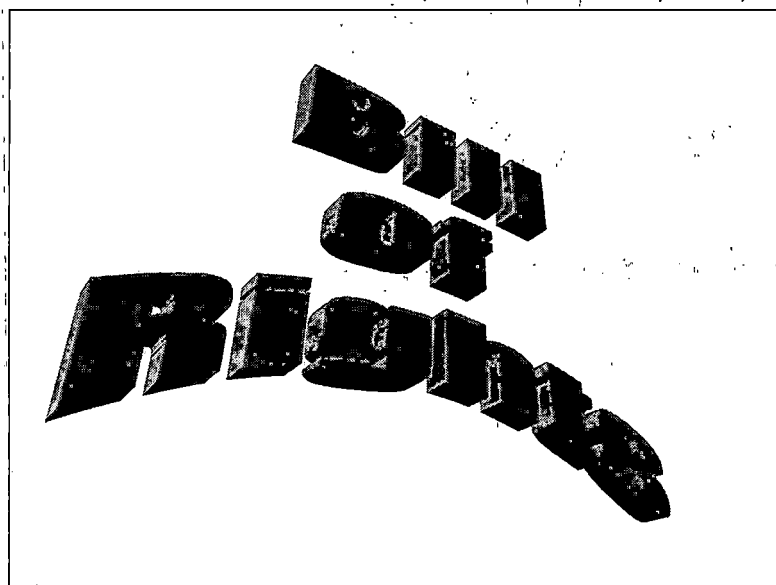
When is it acceptable to lie?



Have groups brainstorm situations where lying is acceptable. List on flip chart, and have a spokesperson prepared to justify each one. Give example of your own (lying to a crook in interview, lying to spouse when she asks, "how do I look?", etc.)



Show video of police action movie, where the hero or protagonist regularly violates civil rights of criminals. Let class cheer and clap for hero. Immediately following the video will be discussion of Constitution, Bill of Rights, and why the hero shouldn't.



Discuss with class the film they have just viewed. Emphasize that police officers are not just constrained by the Constitution, but are sworn to protect the constitutional rights of all citizens, including those referred to as criminals, "dirtbags", etc. Talk about the Founding Fathers, their fear of government control of individual liberties, and the steps they took to prevent government

from abusing their authority.

Amendment 1

Congress shall make no law

- Respecting an establishment of religion, or prohibiting the free exercise thereof;
- or abridging the freedom of speech,
- or of the press,
- or the right of the people peaceably to assemble, and
- to petition the Government for a redress of grievances.

The First Amendment guarantees freedom of speech, freedom of the press, and freedom of association and assembly. It also protects the rights of citizens to worship as they please and the right not to be forced to support someone else's religion. The First Amendment also provides for the right to demand a change in government policies.

Amendment 2

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Legal scholars disagree about what right is protected by the Second Amendment. Some scholars have concluded that this amendment affirms a broad individual right to gun ownership. Others interpret the amendment as

protecting only a narrow right to possess firearms as members of a militia. Supreme Court decisions have not resolved the debate. However, the courts have held that the Second Amendment does not preclude certain government regulations on gun ownership, such as laws prohibiting ownership of firearms by felons.

Amendment 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, **shall not be violated**, and no Warrants shall issue, but upon **probable cause**, supported by **Oath or affirmation**, and particularly describing the place to be searched, and the persons or things to be seized.

The Fourth Amendment prohibits the police and other government officials from searching people's homes or offices or seizing their property without reasonable grounds to believe that a crime has been committed. In most cases, police can conduct a search of a person's home or office only after they get a written search warrant from a judge, detailing where they will search and what they expect to find. Discuss this issue in detail, describing how British soldiers used to search houses without warrants, which partially led to the Revolution. Also discuss how automobiles became an exception to the warrant requirement, and how it is for the courts, not other branches of government, to say what the Constitution means. Briefly discuss the exclusionary rule, and how it is meant to curb police misconduct.

Amendment 5

- No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury,
 - except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger;
- nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb;

The Fifth Amendment provides five important protections against arbitrary government actions. First, no one may be prosecuted for a federal crime without first being indicted (formally accused) by a grand jury. Second, a criminal suspect may be prosecuted only once for each crime. If a jury acquits the accused person, there can be no retrial.

Discuss preliminary hearings, which are in lieu of indictment by grand jury. Also discuss notion of double jeopardy, and exceptions, such as Koon and Powell in Rodney King case (State v. Federal prosecution).

Amendment 5 (cont.)

- nor shall be compelled in any criminal case to be a **witness against himself**,
- **nor be deprived of life, liberty, or property, without due process of law;**
- nor shall private property be taken for public use, without just compensation.

Third, a person cannot be forced to testify against himself or herself in any

criminal case. This is the right against self-incrimination. Fourth, the due process Clause bars the government from arbitrarily depriving anyone of life, liberty, or property. Fifth, the government may not take anyone's private property unless it is necessary for a public purpose and unless the government pays a fair price for it.

Discuss *Miranda v. Arizona* and other cases of that type, governing actions of police.

Amendment 6

In all criminal prosecutions, the accused shall enjoy

- the right to a speedy and public trial,
- by an impartial jury of the State and district wherein the crime shall have been committed,
- which district shall have been previously ascertained by law,

The Sixth Amendment guarantees people accused of crimes the right to a speedy and public trial. Defendants in federal cases are entitled to be tried in the area in which the crime was committed, and both state and federal defendants have the right to have an impartial jury decide their guilt or innocence.

Discuss how time limits, such as 48 hours between arrest and arraignment and 30 days for preliminary hearing, are related to 6th amendment.

Discuss how jury system, which derives from English common law, is actually required by American constitution, and courts have interpreted jury to be that of criminal defendant's peers.

Amendment 6 (cont.)

- and to be informed of the nature and cause of the accusation;
- to be confronted with the witnesses against him;
- to have compulsory process for obtaining witnesses in his favor,
- and to have the Assistance of Counsel for his defense.

The Sixth Amendment prohibits the government from prosecuting an accused person without first informing him or her of the nature of the charges against him or her. The accused has the right to “confront”—that is, to cross-examine witnesses who testify against him or her at trial. Those accused also have a right to subpoena (compel) supporting witnesses to testify in court and to have a lawyer assist in their legal defense.

Discuss how arraignment is compliance with 6th amendment requirement of notification of nature and accusation. Discuss cross examination, defense subpoena power, and right to counsel.

Amendment 8

- Excessive bail shall not be required,
- nor excessive fines imposed,
- nor cruel and unusual punishments inflicted.

The courts must allow most criminal defendants out of jail before their trial if the defendants put up a reasonable bail—a financial guarantee that they will come to the trial. If a person is convicted of a crime, the government cannot impose unreasonable fines or inflict inhumane punishments. What is “cruel and unusual” has no fixed meaning, and so decisions interpreting the clause are sometimes controversial. The Supreme Court has generally held that a punishment that is wildly disproportionate to the crime committed is cruel and unusual. The Court has also upheld the death penalty against claims that putting someone to death, regardless of what that person did, is cruel and unusual.

Discuss appropriate bail for the offense, including drug cases and capital crimes, where bail is enhanced for various reasons. Discuss cruel and unusual punishment as it applies to police, and “sidewalk justice”. How the police are only allowed to use force to protect themselves, overcome resistance, and prevent escape. Any use of force to gain “sidewalk justice” or to gain information is a violation of 8th amendment.

Amendment 14

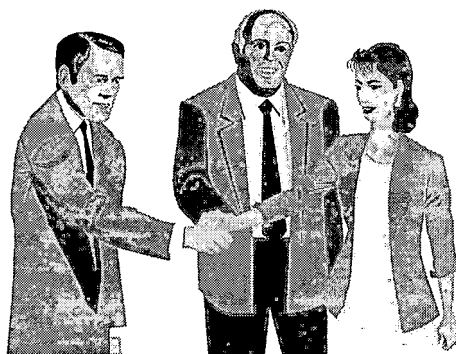
All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States;

nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

All citizens are entitled to due process (basic fairness), according to the Constitution and Bill of Rights. Laws must be enacted and enforced in a way that treats people equally.

Briefly discuss racial profiling. Differentiate between 5th amendment by illustrating how 5th Amendment refers to Federal government, while 14th amendment refers to states.

Debate



Divide class into two groups; They will debate whether or not police officers should accept gratuities. One side will be assigned to debate for the acceptance of gratuities under the theory of “no harm – no foul”, “everyone

does it", etc. The other side will debate that no one should accept gratuities and why. Give them twenty minutes to prepare and thirty minutes to debate. They may appoint a spokesperson to present their ideas or divide each major point between them.

Six Pillars of Character

- Trustworthiness
- Fairness
- Respect
- Caring
- Responsibility
- Citizenship

Trustworthiness

Trustworthiness is where others believe in us, and we're given greater leeway by others because they don't feel they need contracts to assure that we'll meet our obligations. Simply refraining from lies and deception is not enough.

Trustworthiness

Trustworthiness is the most complicated of the six core ethical values and concerns a variety of behavioral qualities — qualities like:

- **Honesty**
- **Integrity**
- **Reliability**
- **Loyalty**

Honesty

There is no more fundamental ethical value than honesty.

Honesty in communications requires a good-faith intent to convey the truth as best we know it and to avoid communicating in a way likely to mislead or deceive.

There are three dimensions:

- Truthfulness
- Sincerity/non-deception
- Candor

Honesty in conduct prohibits stealing, cheating, fraud, subterfuge and other trickery.

Integrity

A reasonably coherent and relatively stable set of core moral virtues. Because he must know who he is and what he values, the person of integrity takes time for self-reflection, so that the events, crises and seeming necessities of the day do not determine the course of his moral life. He stays in control. He may be courteous, even charming, but he is never duplicitous.

The Four Enemies of Integrity

- Self-interest
 - Things we want
- Self-protection
 - Things we don't want
- Self-deception
 - A refusal to see a situation clearly
- Self-righteousness
 - An end-justifies-the-means attitude

Reliability

When we make promises or other commitments that create a legitimate basis for another person to rely upon us to perform certain tasks, we undertake moral duties that go beyond legal obligations. Because promise-keeping is such an important aspect of trustworthiness, it is important to:

- **Avoid bad-faith excuses**
- **Avoid unwise commitments**
- **Avoid unclear commitments**

Avoid bad-faith excuses — Honorable people interpret their contracts and other commitments in a fair and reasonable manner and not in a way designed to rationalize noncompliance or create justifications for escaping commitments.

Avoid unwise commitments — Be cautious about making commitments that create ethical obligations. Before making a promise consider carefully whether you are willing and likely to keep it. Think about unknown or future events that could make it difficult, undesirable or impossible. Sometimes, all we can do is promise to do our best.

Avoid unclear commitments — Since others will expect you to live up to what they think you have promised to do, be sure that, when you make a promise, the other person understands what you are committing to do.

Five Types of People Lacking Integrity

- Moral Chameleon
- Opportunist
- Hypocrite
- Morally weak-willed
- Moral self-deceiver

Moral Chameleon

- Whose core values may be quickly modified or abandoned to avoid accommodate others and avoid conflict.
- In organizations, these individuals tend to be considered the most “politically astute.”

Opportunist

- Whose moral value is primarily based around his or her own self-interest
- In police work, these people tend to be those who be entrepreneurial, using situations (e.g. recovery of a large quantity of cash at a drug bust) to personal profit.

Hypocrite

- Who has one set of values for public consumption, but uses other values for a moral code. In other words, the hypocrite pretends to live by a certain set of standards, but does not.
- In organizations, this is a charge often leveled at upper management, in that there is one set of standards for rank-and-file, but another for those over a certain rank

Morally weak-willed

- Has a set of moral values, but lacks the courage to live by them.
- Often this is the indication of a follower rather than a leader, one who will “go along with the crowd” rather than stand by his or her moral principles.

Moral self-deceiver

- Believes he or she is acting by a certain code and according to a certain set of moral standards, but is not.
- This is the person who falls into the “ends-justify-the-means” fallacy, and is consistent with “noble cause corruption”, where false testimony, lying in reports, violation of civil rights, etc. is justified by the desired end result.

How will each of these types
react in a specific situation?

Group Discussion Exercise

Discussion groups each are assigned a type of person lacking integrity. Each group then discusses and presents to class how each different type would react in a given set of circumstances. Goal of exercise is to encourage all class members to conduct self-examination and see if their reaction would coincide with the types.

Loyalty

Loyalty is a special moral responsibility to promote and protect the interests of certain people, organizations or affiliations. This duty goes beyond the normal obligation we all share to care for others. Some relationships — husband-wife, employer-employee, citizen-country — create an expectation of allegiance, fidelity and devotion.

Loyalty

- **Limitations to Loyalty**

- Loyalty is a reciprocal concept, however, and no one has the right to ask another to sacrifice ethical principles in the name of a special relationship.

- **Prioritizing Loyalties**

- Most people expect us to place the highest degree of loyalty on our family relationships.

Loyalty

- **Safeguarding Confidential Information.**

- Loyalty requires us to keep secrets or information learned in confidence.

- **Avoiding Conflicting Interests.**

- Employees and public servants have an additional responsibility to make all professional decisions on merit, unimpeded by conflicting personal interests. Their goal is to secure and maintain the trust of the public, to whom they owe their ultimate loyalty.

Respect

Respect focuses on the moral obligation to honor the essential worth and dignity of the individual. Respect prohibits violence, humiliation, manipulation and exploitation. It reflects notions such as

- **Civility, courtesy, dignity**
- **Autonomy**
- **Tolerance**

Respect

We have no ethical duty to hold all people in high esteem or admire them, but we are morally obligated to treat everyone with respect, regardless of who they are or what they have done.

Civility, Courtesy and Decency

- The respectful person treats others with consideration, conforming to accepted notions of taste and propriety, and doesn't resort to intimidation, coercion or violence except in extraordinary and limited situations to teach discipline, maintain order or achieve social justice.

Autonomy

- An ethical person exercises personal, official and managerial authority in a way that provides others with the information they need to make informed decisions about their own lives

Tolerance

- An ethical person accepts individual differences and beliefs without prejudice and judges others only on the content of their character

Responsibility

- Being responsible means being in charge of our choices and, thus, our lives. It means being accountable for what we do and who we are. It also means recognizing that what we do, and what we don't do, matters and we are morally on the hook for the consequences.
- The essence of responsibility is continuous awareness that our capacity to reason and our freedom to choose make us morally autonomous and, therefore, answerable for how we use our autonomy and whether we honor or degrade the ethical principles that give life meaning and purpose.

Responsibility

- **Accountability**
 - An accountable person is not a victim and doesn't shift blame or claim credit for the work of others. He leads by example.
- **Pursuit of Excellence**
 - Diligence
 - Perseverance
 - Continuous Improvement
- **Self-Restraint**
 - Responsible people exercise self-control, restraining passions and appetites for the sake of reason, prudence and the duty to set a good example. They never feel it's necessary to "win at any cost."

Fairness

- Fairness and justice involve issues of equality, impartiality, proportionality, openness and due process
- Fairness is another tricky concept, probably more subject to legitimate debate and interpretation than any other ethical value.
- While some situations and decisions are clearly unfair, fairness usually refers to a range of morally justifiable outcomes rather than discovery of one fair answer.

Fairness

- **Process.**
 - A fair person scrupulously employs open and impartial processes for gathering and evaluating information necessary to make decisions.
- **Impartiality**
 - Decisions should be made without favoritism or prejudice.
- **Equity**
 - Fairness requires that an individual, company, or society correct mistakes, promptly and voluntarily. It is improper to take advantage of the weakness or ignorance of others.

Caring

- It is scarcely possible to be truly ethical and not genuinely concerned with the welfare of others, because ethics is ultimately about our responsibilities toward other people.
- A person who really cares feels an emotional response to both the pain and pleasure of others.
- The highest form of caring is the honest expression of benevolence, not to be confused with strategic charity.

Citizenship

- The good citizen knows the laws and obeys them, but that's not all.
- The good citizen volunteers and stays informed on the issues of the day, the better to execute the duties and privileges of a member of a self-governing democratic society.
- The good citizen does more than his or her "fair" share to make society work, now and for future generations.

Ethical Dilemma Exercise

Using same discussion groups as the "When is it acceptable to lie" exercise (or changing the groups, at the discretion of the instructor), each group should then be assigned an ethical dilemma from among those presented in the original exercise by the individual students. Care should be taken to ensure that no member of a group has have his or her ethical dilemma assigned to his or her group. Discussion groups should then be asked to study the dilemma, determine if there was, in fact, an ethical dilemma, and outline the alternative resolutions. The group would then decide on the most ethical resolution, and be prepared to justify it to the class.

Common Rationalizations

- If It's Necessary, It's Ethical
- The False Necessity Trap
- If It's Legal and Permissible, It's Proper
- I Was Just Doing It for You
- I'm Just Fighting Fire With Fire
- It Doesn't Hurt Anyone
- Everyone's Doing It
- It's OK If I Don't Gain Personally
- I've Got It Coming
- I Can Still Be Objective

If It's Necessary, It's Ethical

- The ends-justify-the-means
- Non-ethical tasks or goals become moral imperatives.
- Common rationalization in police work for violating civil rights, lying in police reports, false testimony, etc.

The False Necessity Trap

- Where we overestimate the cost of doing the right thing and underestimate the cost of failing to do so
- “I have to because if I didn’t...”
- Another common rationalization in police work for violating civil rights, lying in police reports, false testimony, etc.

If It’s Legal and Permissible, It’s Proper

- Legal requirements (which establish minimal standards of behavior) v. personal moral judgment
- The ethical person should choose to do less than the maximally allowable, and more than the minimally acceptable

I Was Just Doing It for You

- This rationalization overestimates other people's desire to be "protected" from the truth, when in fact most people would rather know unpleasant information than believe soothing falsehoods
- Major problem in police supervision. Supervisor unable to give employee the "bad news".
 - evaluations
 - acceptance of mediocrity/poor performance

Consider the perspective of people lied to: If they discovered the lie, would they thank you for being thoughtful or would they feel betrayed, patronized or manipulated?

I'm Just Fighting Fire With Fire

- Based on the idea that promise-breaking, lying and other kinds of misconduct are justified if they are routinely engaged in by those with whom you are dealing
- Another common rationalization in police work for violating civil rights, lying in police reports, false testimony, etc.

When you fight fire with fire, you end up with the ashes of your own integrity

Movie "Tombstone"!!!

It Doesn't Hurt Anyone

- This rationalization falsely holds that one can violate ethical principles so long as there is no clear and immediate harm to others. It treats ethical obligations simply as factors to be considered in decision-making, rather than as ground rules.
- Common justification in law enforcement for accepting gratuities or flat bribes.

Everyone's Doing It

- This is a false, "safety in numbers" rationale fed by the tendency to uncritically treat cultural, organizational or occupational behaviors as if they were ethical norms, just because they are norms.
- Common rationalization for pirating software, music (e.g. Napster), cheating on taxes, etc.

It's OK If I Don't Gain Personally

- This justifies improper conduct done for others or for institutional purposes on the false assumption that personal gain is the only test of impropriety. A related but narrower view is that only behavior resulting in improper financial gain warrants ethical criticism.
- Another common rationalization in police work for violating civil rights, lying in police reports, false testimony, etc. Also common justification for falsifying grant requests, misusing grant funds, etc.

I've Got It Coming

- People who feel they are overworked or underpaid rationalize that minor "perks" are nothing more than fair compensation for services rendered.
- Another common rationalization for graft, and as an excuse to abuse sick time, insurance claims, overtime, personal phone calls and personal use of office supplies.

I Can Still Be Objective

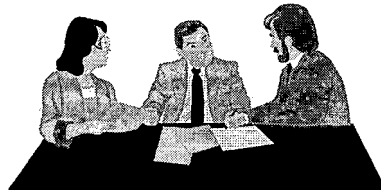
- This rationalization underestimates the subtle ways in which gratitude, friendship and the anticipation of future favors affect judgment.
- Common rationalization for political corruption.

Questions to ask yourself:

- Does the person providing you with the benefit believe that it will in no way affect your judgment?
- Would the person still provide the benefit if you were in no position to help?

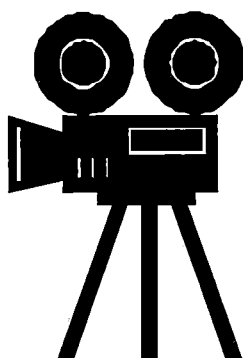
Role Playing Exercise

Board of Deputy Chiefs



Assign three students to role-play the Board of Deputy Chiefs, reviewing several disciplinary matters before the Board. Assign other students to role-play as officers being disciplined and their counsel. Assign scenarios to them.

*Final
Video*



APPENDIX E
REFERENCES FOR CURRICULUM

REFERENCES FOR CURRICULUM

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