

Arizona Peace Officer Standards and Training

Basic Curriculum Lesson Plan

LESSON TITLE: ETHICS AND PROFESSIONALISM 1.5

SUBJECT:	Ethics and Professionalism
AZ POST DESIGNATION:	1.5
HOURS:	6
COURSE CONTENT:	An emphasis on the high moral, ethical and performance standards required of law enforcement personnel. The functions and responsibilities of the Arizona Peace Officer Standards and Training Board (AZ POST) are outlined.
PERFORMANCE OBJECTIVES:	<p>Upon completion of this course of instruction, students using notes, handouts and other support materials as references, within the allotted time, will:</p> <ul style="list-style-type: none">1.5.1 Identify the differences between of gratuities and bribes in accordance with the following definitions:<ul style="list-style-type: none">A. Gratuity: Anything of value intended to benefit the receiver; given to the person because of his/her position of authorityB. Bribe: See A.R.S. §13-2602(A)(2).<ul style="list-style-type: none">1. A person commits bribery of a public servant or party officer if with corrupt intent.2. While a public servant or party officer, such person solicits, accepts or agrees to accept any benefit upon an agreement or understanding that his vote, opinion, judgment, exercise of discretion or other action as a public servant or party officer may thereby be influenced.1.5.2 Identify examples of the problems associated with an officer's acceptance of gratuities.1.5.3 Briefly discuss the “Canons of Police Ethics” (IACP, Articles 1-11) and IACP Code of Ethics. Thoroughly cover the Arizona Law Enforcement Code of Ethics and have each initial and sign. (AZ

POST 10/02)

- 1.5.4 Given a written, verbal or visual description of unethical or criminal actions on the part of a fellow officer, identify methods for handling the situation:
 - A. Reporting unethical actions to a supervisor.
 - B. Preventing unethical behavior where reasonable.
- 1.5.5 Identify the purpose for, and the responsibilities of, the AZ POST Board.
- 1.5.6 Identify the causes for revocation, suspension and denial of a peace officer's certification by AZ POST per Arizona Administrative Code R13-4-109. Discuss the general overarching reasons for discipline:
 - A. Malfeasance – Doing something you know is wrong.
 - B. Misfeasance: Doing something you should reasonably should have known to be wrong.
 - C. Nonfeasance: Not doing something you have the duty or obligation to do.
- 1.5.7 Identify the following important considerations associated with an officer's use of discretion in enforcing the law:
 - A. Statutory requirements.
 - B. Departmental policies and procedures.
 - C. Best interests of the community.
 - D. Best interests of the department.
 - E. Best interests of the victim.

LEARNING ACTIVITIES:

- 1.5.8 The trainee will receive instruction and participate in an instructor-led discussion of the reason why:
 - A. Law enforcement officers, both on and off duty, should exemplify the highest ethical and moral standards.

- B. An officer must take positive action upon becoming aware of unethical or criminal conduct on the part of a fellow officer.
- 1.5.9 The trainee will receive instruction and participate in an instructor-led discussion of:
- A. A model of Ethical Decision Making “T-A-C-T”, (group or individual break-out discussion based on AZPOST Integrity Bulletins or police in the news currently).
 - B. A discussion of the nobility of policing – why we are doing this.
- 1.5.10 Continuing discussion of internal corruption and the “slippery slope” of ethics throughout their career.
- A. Identification of behavior that may indicate possible corruption or eroding ethics.
 - B. Identify methods of dealing with ethical dilemmas on the job.

DATE FIRST PREPARED: August 1995

PREPARED BY: Sgt. Jerry Heuett, Phoenix P.D.

REVIEWED – **REVISED**: SME Committee DATE: February 2001
REVIEWED – **REVISED**: SME Committee DATE: March 2002
REVIEWED – **REVISED**: AZ POST (Word) DATE: July 2003
REVIEWED – **REVISED**: Cmdr. Dean Nyhart
AZ DPS (& SME) DATE: August 2005
REVIEWED – REVISSED: AZ POST DATE: September 2008
REVIEWED – REVISSED: Lt. Dave Kelly, Phoenix PD
ALEA DATE: April 2009
REVIEWED – REVISSED: AZPOST Staff DATE: November 2015
REVIEWED – **REVISED**: AZPOST (DocX) DATE: December 2021
REVIEWED – REVISSED: DATE:
AZ POST – APPROVAL: Richard Watling DATE: November 2015
AZ POST – APPROVAL: Lori Wait DATE: December 2021

INSTRUCTOR REFERENCES: Michael Josephson, Josephson Institute of Ethics,
Edwin Delattre, Character and Cops: Ethics in Policing Rowman &
Littlefield, 2011, Michael Nila, Stephen Covey, The Nobility of
Policing, Franklin Quest, 2008.
AZPOST Integrity Bulletins available at
<https://post.az.gov/integrity-bulletins>.
Context-appropriate video clips.

CLASS LEVEL: Student

TRAINING AIDS: Handout #1 – AZ POST Law Enforcement Code of Ethics. (Must be
initiated and signed, original in training file, copy to student.)
Handout #2 – “Cannons of Police Ethics.”
Handout #3 – IACP Oath of Honor
Handout #4 – AZ POST Board Duties
Handout #5 – AZ POST –R13-4-105 (AZPOST Minimum
Qualifications for Appointment).
Handout #6 – AZ POST Causes for Action on Peace Officer Status.

INSTRUCTIONAL STRATEGY: Interactive lecture, in-class reading assignments, instructor-led
group discussion, tabletop scenarios, and problem solving.

SUCCESS CRITERIA: 70% or higher on a written, multiple-choice examination.

COMPUTER FILE NAME: 1.5 Ethics and Professionalism

DATE RELEASED TO THE SHARE FILE: May 27, 2022

I. INTRODUCTION

- A. Instructor – Brief Self Introduction. **INSTRUCTOR NOTE:** *Include reasons why you are qualified to teach ethics (mistakes you've made or poor decisions, and what you've learned from them. Stress that it is important in this class to have an open discussion. The usual formalities of basic training classes (e.g. standing at attention, requesting permission to speak, etc) will be relaxed to facilitate discussion and exchange of ideas and perspectives.*
- B. Preview of Performance Objectives.
- C. Have students introduce themselves and answer the question: "Why are you here?"

II. INTRODUCTORY DISCUSSION

- A. Why do peace officers make poor ethical decisions? (Ask for student input)
 - 1. Financial pressure. Over extended credit, child support/alimony, catastrophic life events such as illness or family death.
 - 2. Peer pressure. Children may give in.... adults should never
 - 3. Fear of discipline. "I screwed up, I better hide it mentality"
 - 4. Predisposed. Character, core values, and beliefs are generally determined before adulthood. Evil just needs the opportunity to act. The evil mind always connives with certainty of success. The "slippery slope" of ethics: get away with something minor then progress to major things.
 - 5. Belief it can be gotten away with.
 - 6. Benefit. Money, property, position, status, etc.
 - 7. Thrill. Adrenaline can fuel the corrupt act.
- B. Delattre's research on why officers get into trouble across hundreds of agencies throughout the United States broke out the majority of the cases into the following categories: (See reference character and Cops.)
 - 1. Anger ("He who angers you, conquers you.") Officers lose their discipline and forget their training when they get angry.
 - 2. Lust Why is the back seat of a police car so enticing? Why jeopardize your career for a cop groupie? Why do you have to do THAT on duty?
 - 3. Greed. Not just outright stealing... What about padding overtime?
 - 4. Peer Pressure. Everyone wants to fit in. But do you have (or want) to fit in when

something is wrong?

5. Fear of Discipline. The fear of discipline causes officers to lie. Lying gets you fired.
- C. Remember the “stakeholders” affected by your decisions. (Ask the class to identify who are some of the stakeholders in what they do as police officers.)
1. Family. (embarrassed, disgraced.)
 2. Friends. (You’ll lose them.)
 3. Community. (Erodes public trust.)
 4. Peers/Co-workers. (Work under suspicion.)
 5. Department Reputation. (Tarnished and diminished.)
 6. Law Enforcement Reputation. (Tarnished and diminished.)
 7. Self. (Your reputation, your job, your retirement.)
- D. Making poor choices will impact your life forever!
- E. As part of this training, we will discuss methods for making sound decisions in situations you likely haven’t encountered before (because you haven’t been police officers).
- F. Learning, developing, and teaching good ethical behavior is essential to forming habits that will guide our actions under stress.
- G. Discussion Question: Can I (the instructor) teach you (the class) ethics?
- H. What are the factors that create, mold, and shape our character and core values that affect our decision making processes? (Have students identify as many as possible.)
1. Family. (Parents)
 2. Friends.
 3. School.
 4. Church.
 5. Co-Workers.
 6. Culture.
- I. Our values—those core bits of our character that affect our actions and decisions—are “caught,

not taught” through all of those factors mentioned (above).

- J. It is when those values come into conflict that an ethical dilemma occurs. “Values” are things like:
1. Loyalty.
 2. Comradery.
 3. Honor.
 4. Family Ties.
 5. Hard Work.
 6. Truthfulness/Honesty.
 7. Others. (Have the class list theirs.)
 - a. EXAMPLE: If your squad starts their day shift and routinely meets up for a 30-minute breakfast before actually going out to work, you may find a conflict or “ethical dilemma” in your personal values of Comradery and Hard Work.
- K. This class will go over what characterizes a profession and what “professionalism” is. We will talk about how law enforcement fits in as a profession and the role AZPOST plays. We will discuss some of the pitfalls of officer discretion and gratuities. We will give you a tool for ethical decision-making and give you the opportunity to work through some dilemmas and discuss your responsibilities in establishing an ethical environment.
- L. Later, we will see how ethical situations and dynamics change in your career and what you can do about it.

III. WHAT IS PROFESSIONALISM

- A. Definitions.
1. The conduct, aims or qualities that characterize a profession.
 2. Exhibiting a courteous, conscientious and generally businesslike manner in the workplace.
- B. Is law enforcement a profession? (Have the class name some professions. Common answers are: Pilots, Doctors, Lawyers, etc.)
- C. What do those professions have in common that makes them a profession? Following are some commonalities:

1. Clear-cut field qualifications for entry.
2. Required education.
3. Certification or licensing.
4. Common body of knowledge.
5. Lifetime career.
6. Strong commitment to a set of ethics or values.

D. So, is Law Enforcement a profession or just a job?

1. Arizona Law Enforcement has established qualifications for entry into the profession. (age, citizenship, clear background, etc.)
2. We have required education. (Minimum GED to get in, Basic Training, advanced training, continuing training.)
3. There is a certification/licensing authority. (AZPOST)
4. Common body of knowledge. (Basic Training Lesson plans are statewide basis for training).
5. A career that lasts at least 20 years.
6. Commitment to an ethic and set of shared values.

E. AZPOST Code of Ethics & IACP Cannon of Police Ethics, IACP Oath of Honor: Review and generally discuss. **P. O. 1.5.3**

F. Read and thoroughly discuss each sentence of the AZPOST of AZPOST Code of Ethics. Have recruits read and sign the AZPOST Code of Ethics (Handout #1) Read and discuss Handouts #2 & #3. Note phrases that are similar to AZPOST Code of Ethics. **INSTRUCTOR NOTE:** Turn in for FTOs to place in the training file. A photocopy may be made for the student to retain for themselves.

IV. ARIZONA PEACE OFFICER STANDARDS AND TRAINING (AZPOST) BOARD HISTORY AND RESPONSIBILITIES

A. The President's commission on crime 1965. (Handouts #1 & 2) **P. O. 1.5.3**

B. AZPOST formed as the Arizona Law Enforcement Officer's Advisory Council (ALEOAC) in 1968 and later changed its name to AZPOST in better conformity with boards in other states. AZPOST was established under A.R.S 41-1822.1. Met to establish standards to be used as a nationwide template. (Handouts #3 & #4) **P. O. 1.5.5**

1. The Board sets the rules and minimum standards for hiring and training of peace officers in Arizona and enforces Board regulations regarding continuing training and retention of peace officer certification and prescribes minimum standards for the selection/training of corrections officers.
 2. The Board is made up of 13 members representing a large and small agency, municipal, county and state agencies, chief executives, line personnel and at least one civilian member, all appointed by the Governor. Some positions are permanent and others rotate among agencies.
 - a. AZPOST's Administrative Rules are what set the basic requirements for entry into the profession in Arizona, and set the standards for selection, basic training, continuing training and professional conduct to retain certification. (Handout #4)
P. O. 1.5.5
 - b. AZPOST has the authority to authorize, reinstate, suspend or revoke your peace officer certification.
 - d. AZPOST may conduct its own investigation of misconduct outside of what your agency may do. (Handout #5)
P. O. 1.5.5
- C. Certified peace officer status.
1. Minimum qualifications for appointment under R13-4-105.
 2. Causes for revocation, suspension or denial under R13-4-109. **P. O. 1.5.6**
 - a. The AZPOST Board has the authority and statutory duty to review cases involving officer misconduct brought to its attention by an agency, the public or other credible sources. AZPOST bases their investigations and findings on the following general categories:
 - i. Malfeasance: Doing something you know is wrong.
 - ii. You know what's right and what's wrong or you wouldn't be here.
 - ii. Misfeasance: Doing something you reasonably should have known to be wrong.
 - iii. All of us have to follow the law and on top of that there are agency policies and procedures. A lot of information that you must have "a reasonable or working knowledge of" in order to do your job.
 - iv. Nonfeasance: Not doing something you have the duty or obligation to do.
 - v. As a peace officer, you have an enhanced obligation to act when others may not be expected to act.

- b. AZPOST Disciplinary Checklist.

P. O. 1.5.5

P. O. 1.5.6

V. DEFINITIONS

- A. Ethics: The study of the general nature of morals and of specific moral choices; the rules or standards governing the conduct of the members of a profession.
- B. What is Ethical Behavior? Ask the students to give a definition or examples toward a definition.
1. Conforming to the right principles of conduct as generally accepted by a specific profession.
 2. Doing the right thing because it is right, not because there are sanctions.
 3. Contrast formal definitions with the students' definitions.
- C. Various types of ethical codes: Military code, "code of the west," attorneys, gang members, medical profession, etc. Ethics is group in nature.
- D. Integrity: Strict personal honesty and independence. Integrity is INDIVIDUAL in nature.

P. O. 1.5.6

VI. OFFICER USE OF DISCRETION

P. O. 1.5.7

- A. Begin this discussion with a group project. Make the entire class a single patrol officer. Now, "Officer Class" has just been told by the sergeant that the Lieutenant has been taking neighborhood complaints about speeders in the Officer's beat. So the officer is directed to go out there and take action. The officer goes to their favorite "duck pond," the speed is well-posted at 35MPH. No one does the speed limit. Easy way to please the bosses.
- B. Tell the class they are allowed by statute to write a ticket to violators going 36MPH. But are they actually going to write someone a ticket for going one mile over? There are always a few who will answer that they will, but the majority will give violators a break. Force the class to come to an agreement as to what speed the violator must go to absolutely get a ticket. (That is, the majority agree that that speed definitely deserves a ticket. Like 15 or 18MPH over.)
- C. The scenario: The officer gets set up at their area, radar gun at the ready. Right away, someone is going at the speed the class decided was ticketable. The officer makes the stop, makes the approach: "Mom! What are you doing here?" Is the class really going to write mom a ticket? (Some will.) Regroup, do it again.... Next stop: "Sarge! What are YOU doing here?" Does the officer's supervisor get a ticket? Other similar examples... Ex-spouse? Kid's teacher? Etc. **INSTRUCTOR NOTE:** *The point is to get the students thinking about when and how discretion is best employed. There are sometimes where there IS NO discretion in police work.*
- D. Can officers give breaks to violators? Yes!! In some circumstances more than others. Traffic v Criminal.

- E. Important considerations associated with the exercise of discretion in enforcing the law.
1. Statutory requirements – how is your discretion limited by law? This is the most important factor to consider. It is absolute and incontestable. Domestic Violence v Mutual combatants. **P. O. 1.5.7A**
 2. Departmental policies and procedures. **P. O. 1.5.7B**
 - a. Individual agency policy and procedures. What do they say? They are there to give guidance and structure for decision making.
 - b. Supervisory approval. When in doubt, ASK!
 3. The best interests of the community. **P. O. 1.5.7C**
 - a. Will a suspect’s release jeopardize the safety of the community or individuals? E.g. DUI or DV suspects.
 - b. Is a person a danger to himself/herself? Can they be taken in for psychiatric evaluation?
 - c. If a suspect is booked, who will care for the children if present? Policies, law and DCS (Department of Child Safety)
 4. The best interests of the department. **P. O. 1.5.7A&D**
 - a. Consider the impact of actions in reflection of professional judgment, appear in perception as ulterior motives, or reflect poorly on the department?
 5. The interests of the citizen or victim. **P. O. 1.5.7B&E**
 - a. Will arresting/booking the suspect enhance or damage efforts to prosecute? Does the nine month pregnant woman really need to be booked?
 - b. Will my actions prevent further victimization?
- F. The following factors should not be considered when exercising discretion in enforcing the law: **P. O. 1.5.7C**
1. Prejudice or bias based on: Race, sex, ethnic origin, religious preference, sexual preference or any other social, cultural or economic factors. Treat everyone impartially and by the same standards. This helps in accusations of racism or racial profiling.
 2. Emotional: If someone angers you, they conquer you. Don’t react in kind, remain objective and professional and in control of yourself. Loss of control due to anger can lead to complaints! Sustained complaints lead to possible loss of job!

3. Position in the community. Treat all people impartially regardless of who they may be.... use wisdom and discretion. **INSTRUCTOR NOTE:** Video: ADPS stop of Lt. Gadzik may be shown at this point to demonstrate how use of discretion can go wrong. **P. O. 1.5.7D**

VII. GRATUITY VS. BRIBE**P. O. 1.5.1****P. O. 1.5.7E**

- A. Ask the class to give examples of gratuities. E.g.: restaurant workers get tips, etc.
- B. Definition of Gratuity: Anything of value intended to benefit the receiver; given to the person because of his/her position of authority. **P. O. 1.5.1A**
 1. Most times people just want to be nice and do something out of gratitude or respect. (i.e. special discounts) The most common in law enforcement is a free or reduced meal.
 2. How will you handle this? Do you really need a half-price meal? How can you resolve the dilemma if it happens to you? Leave enough tip to cover the whole meal.
- C. Some gratuities for law enforcement are out of the officer's control. Like, some insurance companies may provide a LE discount for auto insurance because they know that officers go through advanced driver training. There's a difference in corporate or management policy and what may be a cashier's altruism when it comes to taking a gratuity. **P. O. 1.5.1**
- D. Ask the class to identify problems associated with acceptance of gratuities as a peace officer, (feeling of indebtedness, unknown expectations of giver, easy to move from small gifts to large, public perception). **P. O. 1.5.1A**
P. O. 1.5.2
- E. Legal Definition of Bribe: A person commits bribery of a public servant or party officer if with corrupt intent:
 1. Such person offers confers or agrees to confer any benefit upon a public servant or party officer with the intent to influence the public servant's or party officer's vote, opinion, judgment, exercise of discretion or other action in his official capacity as a public servant or party officer; or
 2. While a public servant or party officer, such person solicits, accepts or agrees to accept any benefit upon an agreement or understanding that his vote, opinion, judgment, exercise of discretion or other action as a public servant or party officer may thereby be influenced." (Review the definition of A.R.S. §13-2602A2.)
- F. Discuss how a bribe and gratuity differ. Emphasize that consideration is taken in return for some expected favor. A quid-pro-quo (this for that) arrangement. A.R.S. §13-2602: A Bribe must include the element of "Corrupt intent." Clearly identify the distinction between a gratuity and a bribe: That the officer may not be able to determine the person's true intent behind offering a gratuity, but regarding a bribe, the officer knows exactly what the intent is because the officer

has made an agreement.

P. O. 1.5.2

VII. UNETHICAL BEHAVIOR OF OTHERS

A. Are you responsible for the actions of others? (Class discussion... Yes/no?)

P. O. 1.5.8B

B. Do their actions impact you? (Yes, Case law can be set by one incident, policy developed by one action.

1. Why might an entire recruit class be disciplined for the actions of one? A reminder, that we, as a profession, are judged by the actions of one. Ask the class for their opinion.

2. What happens when an officer in another part of the country makes a poor decision; headline. What one does whenever and wherever it happens, it splashes on all of us.

P. O. 1.5.1

C. What is your responsibility upon observing unethical or unlawful actions by another officer?

P. O. 1.5.4

1. Report incidents to supervisors.

P. O. 1.5.4A

D. What is your responsibility upon observing misconduct or policy violations?

1. This depends upon the severity of the infraction or offense. Be careful on what events you decide not to report, you may face discipline for not reporting it.

P. O. 1.5.4B

2. Example: Sleeping on duty vs. theft.

3. Prevent misconduct if possible. Model correct and appropriate behavior. fellow officers from becoming involved, if possible.

E. "Associate yourself with men of good quality if you esteem your own reputation, for 'tis better to be alone than in bad company" - George Washington.

F. "Code of Silence": The description of the real or perceived practice whereby individuals within a profession remain conspicuously quiet about the unethical or unlawful actions of co-workers. There is complicity when silence triumphs! Not a common institutional practice anymore, but the perception remains that it is. Do a good job of policing ourselves and holding each other accountable.

P. O. 1.5.4A&B

1. It takes real courage to do the right thing and model the right behavior in the culture and fraternity of police work. But, isn't it the right thing to do?

VIII. A "TOOL" FOR DECISION-MAKING

A. Introductory Discussion:

1. We all have gone through our lives and made countless decisions. Most turn out just fine (or you wouldn't be here). Others, maybe not so well. We all have developed a strategy, whether we know it or not, for decision-making. In the next part of this class, we want to give you a tool for good decision-making. The reason we do this is because most, if not all of the class, have never been a police officer; never been faced with police-type decisions and within a police-type culture.
 2. We are going to give you a process to follow when making decisions in circumstances you may never have encountered before. You probably already do this sometimes, but we are going to slow the process down and identify the steps to be able to use the "tool" in unique situations.
- B. The T A C T Tool.
1. T: **THINK** about the situation.
 - a. If you have the time, try and identify what the core issue is. Is it theft, misconduct, excessive force, lying...?
 - b. You don't do this when faced with an armed, violent suspect.
 2. A: What are your **ALTERNATIVES**?
 - a. What are the possible actions you can take? The number is infinite.
 - b. Remember: Doing nothing is also an alternative.
 3. What are the **CONSEQUENCES**?
 - a. Each **ALTERNATIVE** identified in the previous step has consequences.
 - b. When thinking about the possible consequences of any of the alternatives, are they generally or mostly good or bad.
 - c. If mostly bad, that alternative should be discarded.
 4. T: **TEST** the Decision.
 - a. Will the **ALTERNATIVE** I just selected pass the "Ethics Check?"
 - b. Evaluate your decision.
- C. Evaluating your decision.
1. "Ethics check" questions.

P. O. 1.5.9A

- a. **Is it legal?** Does it violate any statutes, codes, laws, or constitutions? Just because it is legal, is it always ethical?
- b. **Is it authorized?** Do agency policy, orders, or procedures limit or control my actions?
- c. **Is it fair?** Is my decision fair to others? Does my position give me an unfair advantage over others? Is there a conflict of interest between my interests and those of the community?
- d. **How does it feel or how will it feel?** Stomach test, headline test, and mirror test. If it doesn't feel right, or it makes you feel ill, you probably ought not do it! It is your conscience speaking! Listen to it!

D. Instructor led exercise.

E. Show a brief video clip of an officer doing something wrong or at least questionable, preferably with other officers around. For example, YouTube of body-worn cameras showing officers involved in a violent arrest where an officer takes violent action. Put the class in the place of a back-up or witness officer.

F. Walk class through TACT:

1. **T:** What do you have here (i.e. looks like the officer used excessive force).
2. **A:** What are our alternatives? (Have class engage in coming up with a list of various alternatives (don't forget "doing nothing" and "joining in"))
3. **C:** For each of the listed alternatives, come up with consequences if we take that action. Are those consequences generally good or generally bad? Of the list of good options (usually a short list), choose one to test.
4. **T:** Test the decision. Will what we have chosen to do pass the Ethics Check questions?

Class Exercise: (This exercise should be done if the instructor has time)

G. Break the class into small groups and have them go through table top exercises. Give each group a scenario involving possible misconduct (not necessarily use of force) and give each group 5 minutes to go through TACT and then report back to the full class what their scenario was and what they considered using the TACT model. The AZPOST Integrity Bulletins are an excellent source of possible scenarios.

H. Discussion: When you have the time, using this model can work not only on the job but at home. Think about dealing with your kids or a surly neighbor. Before you snap to a decision, work it through.

IX. COMMON NEUTRALIZATIONS OF ETHICAL CONDUCT

- A. Rationalization:
1. Rationalization can take several forms:
 - a. Denial of Responsibility, “That wasn’t me,” “Must’ve been a computer error.”
 - b. Denial of Injury, “The Department owes me for all the other times I didn’t put in for overtime,” “It was only a couple of dollars.”
 - c. Denial of Victim, “No one got hurt here,” “That guy’s a dirtbag anyway.”
 - d. Accusing the Accuser, “You mean to tell me you never did that?” “Who are you to say I did anything wrong?”
 - e. Appeal to Higher Loyalties, “Look what’s going on all around us? We gotta stick together,” “That stupid administration doesn’t know what we’re really up against here.” **INSTRUCTOR NOTE:** *When you interview or interrogate people, if you hear these kinds of neutralizations in their story, you have a hint that you are possibly being lied to or manipulated.*

X. THE OBLIGATION OF POLICING

- A. The higher standard – Law enforcement officers both on and off duty are expected to exemplify the highest moral and ethical standards.
- B. “Not only is this a fair demand; granting authority without expecting public servants to live up to it would be unfair to everyone they are expected to serve.” --Edwin J. Delattre
1. As a Peace Officer, you will be held to a higher standard, professionally, ethically and morally.
 2. There are obligations with this profession. If we don’t want to undertake those obligations, we are free to leave.
- C. Police live in the “fishbowl.” You will feel it in the police car the first few times you are out on your own, your actions are scrutinized all the time; 24/7.
- D. Like it or not, everyone knows you are a cop. It will always be “that cop down the road who left his garbage cans out.” Or “I see that cop on his phone driving all the time.” Or worse, “Former Cop Investigated for Fraud (or whatever).”
- E. Foundations of Core Character. **P. O. 1.5.8**
1. Build trust- Be sincere, candid and consistent in your actions.
 2. Treat individuals with respect.

3. Accept responsibility- Don't look for excuses for your performance, actions or inaction. Don't look for anyone to blame.
 4. Be just and fair- show consistency and be responsible in your treatment of people.
 5. Have courage- stand up for what is right.
- F. As a Peace Officer, you are obligated to take positive action when you become aware of criminal activity. This obligation does not end when the unethical or criminal activity is done by another officer.
- P. O. 1.5.8A**

XI. CONCLUSION

- A. Review of Performance Objectives.
- B. Final Questions and Answers/Discussion.
- C. Instructor Closing Comment.(s)