IMPLICIT BIAS COURSE - 16 Hours

Purpose: *This course will provide students with the skills and knowledge to recognize their own implicit biases when dealing with people. The student will understand the social-psychological research implicit biases. Training focuses on developing techniques on recognizing that everyone has implicit biases and how not to allow them to impact the decisions we make. The student will recognize that one of the most reliable strategies for successful contacts with individuals from differing cultural, racial, or ethnic backgrounds is to treat all individuals and groups with dignity and respect.*

Learning Outcomes: The student will understand the social-psychology research on implicit biases. The student will understand that policing based on biases can be unsafe, ineffective and unjust. Students will learn skills that will help them override their biases and practice safe unbiased and effective policing. Students will understand how unbiased policing is fundamental to the legitimacy of police in society.

Course Outline:

1. **Course Overview & Expectations**
   A. **Housekeeping**
   B. **Course Objections/Expectations**

2. **Understanding Human Bias**
   A. **Biases are often unconscious or implicit**
      i. Show Landau Eugene Murphy JR video from Americas got Talent
         (https://www.youtube.com/watch?v=u56hqFp3oiE (6 min 34 sec)
         1. Discussion: Why were the people surprised at how and what he sang?
      ii. Fundamental Concepts of Human Bias
         1. Bias is a normal human attribute—even
         2. Biases are often unconscious or "implicit"
         3. Implicit biases manifest even in individuals who, at the conscious level, reject prejudices and stereotyping
         4. Implicit biases can influence our actions
         5. Understanding how implicit bias can affect our perceptions and behavior is the first step to "override" implicit bias
      iii. Understanding Implicit Bias
         1. Humans prejudge
            a. ambiguous stimuli
         2. We attribute characteristics to them
            a. Group stereotypes/biases
         3. We do not always know when we are doing this.
         4. Show "Subconscious racial bias in children (CNN)" video -
            https://www.youtube.com/watch?v=nFbvBJULVnc
      iv. Role play: "Disorderly Kids in the Park."

         Scenario: Community members walking through the park call 911 to report that a group of young people, who appear to be drinking, are playing very loud music and are harassing people as they walk through the park. The callers describe the group as 3 males and 2 female juveniles. Several calls have come into 911 regarding the situation. Some callers report seeing the group pushing, shoving

and hitting each other. Some report that they thought one of the group members had a gun. The officers will enter the classroom (which is the park) and find the individuals that were described in the call.

Set up:

    i.   Two students from the class to engage in the role play
    ii. Two or three male students and two female students to be the role players.
    iii. Two fake guns (red guns), plastic cups

Learning Outcomes: The purpose of the scenario is to show that officers' biases about gender and weapons could impact their own safety.

One male and one female will be given the fake red guns to conceal in their waistband. All the role players will be given empty cups to simulate the role players are drinking.

The role players will be instructed that they are friends gathering for a party in the park. They will be instructed to be loud and continue being loud when the officers arrive. They will be instructed to be respectful to the officers and not give them a reason to make an arrest.

The role players will be instructed to "mill around" and to have both the men and women-intermittently-conceal their hands (e.g., put them in their pockets).

Debrief:

1. Did the officers treat the men and women the same?
2. If so, how?
3. If so, what are some of the officer safety concerns?

B. **Policing based on stereotypes is unsafe**
    i. Malcom Gladwell's "Blink"
        1. Snap judgments
        2. Thinking without thinking
        3. Recognizing our "blink response"
    ii. Show "Money Train" video clip. Scene selection #14 "Dipped"   An officer witnesses a man being pick pocketed by another man. The officer intercedes and points out to the victim that he just been victimized. During the conversation the officer realizes that has been victimized by the elderly lady that bumped into him in the train.
        1. The scene demonstrates we prejudge people we don't know
        2. The scene demonstrates we assign group characteristics.
        3. Like the officer in the clip, we don't always know its happening.

C. **Policing based on stereo type is ineffective**
    i. Princeton University study Professor Susan Fiske
        1. MRI to measure brain activity on subjects observing pictures of people.
        2. The brain would light up seeing photos of humans.
        3. No brain activity when shown photos of homeless people.
            a. Subjects brains viewed them as non-human

ii. Mad World Video (No sound) -
https://www.youtube.com/watch?v=CrPDVtxyiBk
1. Instruct class to write down on an index card one word description of homeless photos on the video.
2. Collect cards and read responses. (the goal is to elicit discussion about biases not based on race/ethnicity)

D. Policing based on stereotype is unjust
i. The race-crime association
1. Research documenting biases linked to:
a. Ethnicity and race (Nosek, Banaji and Greenwald)
b. Implicit bias related to all professions
i. Doctor, nurses (Van Ryn & Saha)
ii. Lawyers, judges (Levinson & Young)
iii. Law enforcement (Correl, Peruch & Plant)
ii. The "Shove study"
1. Study: how did people interpret the shove by black vs. the shove by white?
2. Results: The "shove" was perceived as more threatening when performed by the black person.
3. Replicated and showed this was true for both White and black subjects.
4. Show video of shove study.
https://www.youtube.com/watch?v=nFbvBJULVnc
iii. The visual perception study (Eberardt, Goff, Purdie & Davis 2004)
1. One group was primed with black faces, one group primed with white faces and one group primed with no faces (flashing lines)
a. Primed, meaning they saw flashing faces that flashed so quick that they couldn't be consciously seen.
2. Second phase they were shown a series of blurry objects that would become more and more clear with each frame advance. They were instructed to hit a certain computer key when they could what the object was.
a. Half the objects were crime related (knife, gun handcuffs)
b. Half the items were no-crime related (camera, vase.)
3. Results of the study
a. Non-crime objects: No difference in how quickly the three groups saw non-crime objects.
b. Crime related objects: The group that was primed with black faces saw the crime objects 5 times faster than the subjects primed with the white faces.
4. Findings
a. Exposure to black male faces facilitated the identification of crime relevant objects.
b. Exposer to white male faces inhibited the identification of crime relevant objects.
iv. Dr. Josh Correll Race Test
1. Test subjects were shown images of people that would flash on a screen. The images of the people on the screen were holding a weapon (gun, knife) or non-weapon (soda, camera)

b. They were told to remain silent if the image was holding a non-weapon item.
2. Correll results
a. Speed: Participants shot a white armed man slower than a black armed man.
b. Errors: Participants were more likely to shoot an unarmed black man than an unarmed white man.
v. The Muslim-Headwear Effect Study (Unkelbach, Forgas &Denson 2008)
1. Research volunteers played a computer game that showed apartment balconies on which different figures appeared.
a. Some figures were wearing Muslim-style head gear.
b. Some figures bare-headed
2. The volunteers were told to shoot at targets carrying guns and spare those that were unarmed.
3. Results: People were much more likely to shoot Muslim looking characters even if they were carrying an "innocent item" instead of a weapon.
4. In the study, they varied "targets" by gender and found subjects were more likely to shoot men than women even when the men were harmless.

E. Stereotypes are based in part on fact
i. Economic status, race and crime
1. Lower income people are disproportionately represented among people who commit street crimes.
2. People of color are disproportionately represented in lower income levels
3. a+b=c People of color are disproportionately represented among people who commit street crimes.
4. Stereotypes are based in part by fact, but
a. Does not justify making based on those stereotypes
b. Such decisions can be unsafe, ineffective and unjust.
ii. Show video clip from movie "Crash" (scene "Blind Fear")
https://www.youtube.com/watch?v=a86oQwMyYhs
1. Discussion: Where here implicit biases correct?
2. Discussion: Are there situations where fear or lack of fear-based on biases inaccurate?

F. Addressing our implicit biases.
i. Contact Theory
1. Positive contact with other groups reduces both conscious and implicit biases.
ii. Contact Theory and Cops (Peruche and Plant 2006)
1. Shoot/don't shoot simulator to measure implicit bias.
2. Police, too, manifest implicit bias
3. But implicit racial/ethnic bias is weaker in officers who report positive interpersonal contacts with racial/ethnic minorities.
iii. Counter stereotypes (Correll study)
1. Speed: Both police and civilians exhibited robust racial bias.

2. Errors: Bias was less likely to manifest itself in the decision by police
3. Bottom Line: Police made the correct decision.
4. Implication: High quality role play, use-of-force training helps police unlearn stereotypes for split second use-of-force decisions.
    iv. Implementing controlled unbiased behavior
        1. Recognize our biases
        2. Implement controlled behaviors that override our implicit biases.

G. Exercise/Breakout
    i. Have students complete the self-assessment questionnaire
        1. Question one: Give an example of a blink response that you recognize in yourself. That is, Identify an association between a group and a stereotype linked to that group. There is no blink response that is inappropriate to mention, but convey your blink response in a serious, non-offensive manner.
        2. Question two: An example of contact theory that comes from your life or the life of someone you know. Your example must have these three elements (1) You or this person had a negative view of a group, (2) you or s/he had a positive contact with a member (or members) of that group, and (3) the views of the group became more positive.
        3. Question three: An example of an individual deputy or agency outreach that might, through the contact theory, reduce biases against law enforcement in general or our department.
    ii. Place students in groups of five and have them discuss their answers.

H. Summary of module 1
    i. Bias is normal human attribute. Even well-intention people have biases.
    ii. Biases or often unconscious or "implicit"
    iii. Implicit biases manifest even in individuals who, at the conscious level, reject prejudices and stereotyping.
    iv. Implicit biases can influence our actions.
    v. Understanding how implicit bias can affect our perception and behavior is the first step to "override" implicit bias.

3. **The Impact of Biased Policing On Community Members And The Department**
  A. **Exercise:**
    a. **Why did you get into law enforcement?**
      i. Breakout group discussion
        1. Why you chose to become a peace officer
        2. Have the reasons changed?
  B. **The impact of Bias policing on community members**
    a. Testimonial
      i. Show California P.O.S.T. Video "Racial Profiling: Issues and Impact" Segment "Bike rider out of place". Segments 23:14 and 31:58
      ii. Debrief questions:
        1. How is the bike rider feeling?
        2. What is the potential long term impact of this interaction between the rider and the officer assigned to his neighborhood? Or the police department in whole?
    b. **The impact of bias based policing on law enforcement agencies**

        i.   Police Legitimacy
1. Cooperation with police
    a.   Assist with Crime prevention
    b.   Call the police when a crime occurs
    c.   Serve as a witness
2. Compliance with the law.
3. Acceptance of police decisions
    a.   Believe and officer that is testifying.

c.   Threats to police legitimacy
1. History of Police in the US
    a.   Civil rights protest 1963 Alabama
    b.   Stonewall 1969 (beginning of the gay movement)
    c.   Understanding our history
        i.   You personally did not create our history
        ii.   But you police within the context of it.
        iii.   With certain individuals, it's even harder to produce police legitimacy.
    d.   Policing our immigrant communities
        i.   Immigrants from nations in which the police are tyrannical and abusive.
        ii.   Immigrants may be hesitant to trust American police officers based on their experiences in their home countries.

d.   Strengthen police legitimacy through procedural justice
    i.   Procedural justice
1. Refers to the procedures used by police officers where community members are treated with respect
2. Can be implemented by every officer on ever contact with the public.
    a.   Doing so gains legitimacy
    b.   Support of the community
    ii.   Fair and impartial policing
1. Researchers have concluded that "when people believe that profiling is widespread and they have been profiled, their support for police fades" (Tyler and Wakslak 2004)
2. Study (Professor Dennis Rosembaum)
    a.   A= Outcome of interaction with police
    b.   B= Process used by police during interaction (respectful, fair)
    c.   A+B=C
    d.   Results:
        i.   Bad outcome with bad treatment = 3% would voluntarily accept police decision.
        ii.   Good outcome with good treatment 73% would voluntarily accept police decision.
        iii.   Good outcome with poor treatment 15% would voluntarily accept police decision.
        iv.   Good outcome with good treatment 87% would voluntarily accept police decision.

e. Breakout/Scenario: The class will be broken up into small groups. Each group will be given one of five different scenarios. They will discuss the scenario and answer questions and report back to the class after the allotted time.

    i. Scenario #1 "Men at the door" (see attachment). After discussing, they will answer the following 4 questions:

        1. List any biases that may impact you?

        2. What would you do? Would you be responding this way but for the fact that these are two dark-skinned men? What circumstances , if any, might justify enhanced scrutiny of bias of race?

        3. The men accuse you of racial bias. How do you respond?

        4. Would you respond any different to the situation if the people on the porch were white women?

    ii. Scenario #2 "Photographers". (See attachment) After discussion, they will answer the following 4 questions:

        1. List at least three explanations for what might be going on.

        2. List any biases that could have impacted the caller and might impact you.

        3. You and your partners respond and see the three young males. What do you do? Would you be responding this way but for the fact that these are three scraggly teenage males?

        4. Do you think you would have gotten the call if the photographers were three adult women in tailored pant suits? Would you respond any different if you had gotten such a call?

    iii. Scenario #3 "Partners tickets" (See attachment). After discussion, they will answer the following 3 questions:

        1. Is this racially biased policing? Can a person be a subject of bias policing even if s/he did commit a crime or traffic violation?

        2. List three different ways you might respond to this observation. List the pros and cons of each option.

        3. Which option do you think is best?

    iv. Scenario #4 "Women looking over a fence" (See attachment). After discussion, they will answer the following 3 questions:

        1. List at least three explanations of what might be going on.

        2. List any biases that might impact on how you perceive this situation and how you might respond.

        3. Will you and your partner approach the woman? Why or why not? If you do approach her, what will you do and say?

    v. Scenario #5 "Victim report" (See attachment). After discussion, they will answer the following 3 questions:

        1. List any biases that might impact how you perceive and respond to this situation.

        2. What might a biased response look like? What are the potential consequences?

        3. What would a bias free response look like? What are the advantages associated with implementing a bias-free response?

f. **Procedural Justice in action**

    i. Respect

        1. Action: Treat all people with dignity and respect

2. Skill: Checking cynicism; Developing respectful communication and relationships.
3. Results: Validates the individual as a human being.

ii. Voice
1. Action: Allow the community member to voice their point of view
2. Skill: Active listening
3. Results: Having a voice makes people feel that they are a part of the process and that they are validated/respected.
4. Verbal communication makes up for 7% of information communicated.
5. Tone and volume account for 38% of information communicated
6. Body language accounts for 55% of information communicated.

iii. Neutrality
1. Action: Exhibit a fair and impartial approach to community members.
2. Skill: Officer recognizes his/her biases and chooses to override biases in action.
3. Results: Fair and impartial policing and the perception of it.
4. Tone and volume account

iv. Show video clip "Cop with no complaints"
https://www.youtube.com/watch?v=ErASUGL00gQ
1. Discussion: What did you observe about the officer's behavior when approached and interacted with the drivers?
a. His neutrality
b. His voice
c. The respect he showed

g. **Summary of module 2**
i. Biased Policing can have negative impact on both community members and the department.
ii. You and your colleagues cannot be effective without legitimacy.
iii. Procedural justice can produce legitimacy
iv. Fair and impartial policing is central to police legitimacy.

4. **Skills For Producing Fair, Impartial, and Effective Policing**
A. **Goals for module 3**
i. Recognize your own human biases
ii. Understand how implicit biases can affect your perceptions and behavior.
iii. Understand how biased policing impacts community members and the department.
iv. Develop skills and tactics to reduce the influence of bias on police practice and allow you to be safe, effective, and just police professionals.

B. **"Domestic Violence" Role play**

Scenario: Female caller at approximately 12:15 a.m., crying/screaming and incoherent; appears to be a victim of domestic violence. She is requesting police assistance to get to a hospital for medical assistance. The offender is still on scene.

When the student arrives at the scene, they find three role players in chairs that are side by side. The victim, in the center, is hunched over and sobbing. There is a female on one side of

her and a male on the other side. The female is hovering over the victim with her hands placed gently on the victim's shoulders. She says, "I am sorry, I am so sorry. This will never happen to you again." The male on the other side is acting the same way and saying the same thing.

Set up: Three chairs and three role players (2 female one male).

The victim will be instructed that she should not verbally respond to any questions that the responding officers ask her. She is to cry throughout , shake periodically and remain unresponsive to any questions by the officers or other role players. The other two role players' behaviors and comments are similar to each other and provide no clue as to which one abused the victim.

Two students will be selected from the class to respond to the call.

Purpose of the scenario: To see if the responding officers' implicit biases have them focus on the male as the suspect in the call.

Debrief:
1) Who did responding officers initially think was the abuser?
2) On what did they base that assumption?
3) What are the risks associated with assuming one person, not the other, is the perpetrator?

C. **Recognizing your implicit biases and implementing "controlled" unbiased responses.**
   i. Recognizing your on biases
   ii. Implement controlled response
   iii. Test yourself, *"Would I be proceeding this way, but for the fact that this person is………"*
      1. Use a couple classroom example scenarios
         a. Taylor: Runs tags only on young Hispanics males (and not on other vehicles) What is wrong with this narrow focus?
         b. Becker: At crash scenes, always approaches driver of newer model car and business attire first to get the story
            i. What is wrong with this?
            ii. How might he change his behavior?
D. **Gut reaction**
   i. Don't over-rely on gut reactions
      1. Rely on facts, intelligence, other valid information
      2. Focus on facts at hand
      3. Gather additional information
      4. Use critical judgment
      5. Do not let gender, race, age, etc. inappropriately impact assumptions
E. **Avoid profiling by proxy**
   i. Beware of other people's implicit biases.
      1. Do not let other people's biases lead you to bias behaviors.
   ii. Show video "what would you do video?" (start video at 1:07) - https://www.youtube.com/watch?v=rasYmvA03v8

1. Discussion: Did the officer respond to the call because of the R/P's biases?

   iii. Small group discussion "Black man in a car" Scenario: A white woman in an all-White neighborhood calls 9-1-1 to report a "suspicious man in a car" out in front of her house. It appears that the only thing that is "suspicious" is that the man is Black; she is unable to articulate or identify any behaviors that indicate criminal activity. In their groups they will identify three possible options and the pros/cons of each.

      1. Points of Discussion:
         a. Not one right answer
         b. Think about options analytically weighing consequences
            i. Including: Think about the perspective of the person in the car.
            ii. Have empathy for him as well as woman.

   iv. Revise the above scenario: Same circumstance, but this time the man <u>fits the description</u> of a person in a vehicle who committed a home burglary in the area. You approach and question. He convinces you he is not the burglar. He is angry and accuses you of biased policing. How might you respond?

      1. Points of discussion
      2. Key = Reduce frustration/anger
      3. Provide specific info on recent burglary
      4. How he matched BOLO
      5. Demonstrate empathy
      6. Apologize for inconvenience

F. "Man on the Porch" groups exercise. (See attached)

   i. The class will be divided into small groups. The incident is presented in 3 segments. (three separate pieces of paper). Each group will have time to discuss and answer the questions on each segment. With each segment (new piece of paper) more information about the incident will be with additional questions.

   ii. The purpose of this exercise is to show how much better decisions can be when they are thoughtful and deliberate. It highlights how a making a decision in haste can lead to deadly decision, possibly decisions based on biases, especially when we are confronted with ambiguous circumstances.

G. Summary of training

   i. Key points of module 1
      1. All people, even well intentioned people have biases.
      2. Policing on biases can be unsafe, ineffective and unjust.

   ii. Key points of module 2
      1. Biases policing has negative consequences for community members and the department.
         a. Bias policing erodes community trust
         b. Community trust is essential for cooperation and support of officers and the department.
         c. Fair and impartial policing is essential for police legitimacy.

   iii. Key points of module 3

1. Recognize your implicit biases and implement controlled unbiased responses.
2. Avoid profiling by proxy
3. Analyze options with fair impartial policing lens.
4. Reduce ambiguity
   a. Slow it down
   b. Engage the community

Assessment: The learning outcomes for the course will be assessed through the various learning activities listed above.