

# Professionalism

## Performance Outcome 1.1

Acquire and Maintain maintain knowledge of the law enforcement work profession.

### Training Objective Related to 1.1

1. Given a written exercise, identify reasons why a law enforcement officer should acquire and maintain knowledge of the law enforcement work profession and practices, and identify the relevant resources available to assist with this.

**Criteria:** The trainee student shall be tested on the following:

1.1.1. Three Identify reasons to acquire and maintain knowledge of the law enforcement profession work.

1.1.2. Three Identify resources and materials which a law enforcement officer could utilize to acquire and maintain knowledge of the law enforcement work profession.

**Lesson Plan Guide:** The lesson plan shall include all items listed in the Criteria section and the additional information below. the following:

1. Reasons to maintain knowledge of the law enforcement work profession:

a. Current information case law and statutes may impact on the legality of arrests one's actions

b. Knowledge of ~~New~~ new methods and technologies may offer improvements to procedures and prosecution

~~c. Desire and dedication to doing a job well requires current knowledge~~

~~d. c. Professionalism comes through to the public from a knowledgeable officer~~ A knowledgeable officer reflects professionalism

e. d. Current knowledge impacts Continuing education enhances the ability to for ~~move for~~ career development

~~f. Knowledge of new techniques and procedures may enhance the ability to assist prosecutors in obtaining convictions~~

2. Resources and materials which a law enforcement officer could utilize to acquire and maintain knowledge of the law enforcement work profession:

a. Code of Virginia

b. Periodicals

~~c.~~ b. Attorney General opinions

~~d.~~ c. Federal, state Supreme Court decisions

~~e.~~ d. Networking with other officers

~~f.~~ e. FBI Law Enforcement bulletin

~~g.~~ f. Magistrate Handbook (code index) Manual

~~h.~~ Gould book

~~i.~~ g. Bureau of National Affairs law enforcement officer pocket manual

~~j.~~ h. Department library/counsel/publications/policies and procedures

~~k.~~ i. Legislative updates/selected acts

~~l.~~ Virginia Supreme Court summaries of case decisions

~~m.~~ j. In-service schools

~~n.~~ k. Local ordinances

~~o.~~ l. National Criminal Justice Reference Service

~~p.~~ m. Department of Criminal Justice Services

~~q.~~ Others as may be identified

## **Performance Outcome 1.2**

Maintain Display a professional appearance with respect to clothing, grooming, and equipment.

### **Training Objectives Related to 1.2**

1. Given a practical exercise, the ~~trainee~~ student will be inspected to meet academy standards for clothing, grooming, and equipment.

**Criteria:** The ~~trainee~~ student shall be tested on the following:

~~1.2.1. Professional appearance for a law enforcement officer regarding clothing and grooming.~~ Display a well-groomed appearance, a clean and pressed uniform, and functional equipment.

~~1.2.2. Professional appearance for a law enforcement officer regarding personal equipment.~~

**Lesson Plan Guide:** The lesson plan shall include all items listed in the Criteria section and the additional information below. ~~the following:~~

~~1. Professional appearance for a law enforcement officer regarding clothing and grooming.~~

~~2. Professional appearance for a law enforcement officer regarding personal equipment.~~

~~3. 1.~~ The importance to public perception of professionalism by presenting a well-groomed appearance for clothing and equipment-

~~4. 2.~~ The importance of establishing departmental esprit de corps by presenting a well-groomed appearance-

**Performance Outcome 1.3. (Does not have statewide application)**

~~Attend briefings or roll calls.~~

**~~Training Objectives Related to 1.3.~~**

~~1. Given a written exercise, identify the purpose for conducting briefings or roll calls.~~

**~~Criteria:~~** The trainee shall be tested on the following:

~~1.3.1. Reasons for attendance at briefings or roll calls:~~

~~1.3.1.1. Communication exchanges between shifts as preparation for patrol~~

~~1.3.1.2. Duty assignments and/or changes~~

~~1.3.1.3. Current information covered~~

~~1.3.1.4. Opportunity for questions/clarification~~

~~1.3.1.5. Others as may be identified.~~

**~~Lesson Plan Guide:~~** The lesson plan shall include the following:

~~1. Reasons for attendance at briefings or roll calls:~~

- a. ~~Communication exchanges between shifts as preparation for patrol~~
- b. ~~Duty assignments and/or changes~~
- c. ~~Current information covered~~
- d. ~~Opportunity for questions/clarification~~
- e. ~~Others as may be identified.~~

**Performance Outcome 1.4 1.3**

~~Develop and Maintain~~ maintain a courteous and professional relationship relationships with the public. ~~to foster a positive community relationship.~~

**Training Objectives Related to 1.4 1.3**

1. Given a written exercise, identify the impact that common courtesy may have regarding the relationship relationships with the public. ~~between law enforcement and the community.~~

**Criteria:** The trainee student shall be tested on the following:

1.4.1. 1.3.1. Identify Reasons reasons to foster a positive relationship relationships between law enforcement and the public.

**Lesson Plan Guide:** The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Reasons to foster a positive relationship between law enforcement and the public:

a. Develop and maintain open communications ~~between law enforcement and the community.~~

b. Reduce fear and mistrust by some members of the public, especially recent immigrants whose experience with law enforcement in other countries has been negative Enhance and build public trust

c. Enhance the officer's ability to function as effectively as possible in carrying out daily duties.

d. Others, as may be identified

2. Consequences that may result from a failure of common courtesy between law enforcement and the public: Impacts of a negative relationships between law enforcement and the public

a. Lack of respect and trust on the part of the officer toward a member of the public has a ripple effect beyond the immediate situation, i.e., the public may fail to call for assistance for an officer in trouble or ignore reporting crime

b. Negative attitudes toward law enforcement in general may develop from the actions of one officer

- c. The officer's ability to function effectively in carrying out daily duties will diminish should the officer become known as lacking in common courtesy
- d. Others, as may be identified.

### **Performance Outcome 1.5 1.4**

Behave in a fair and positive manner to develop and maintain a trust relationship with the citizenry. Identify ethical principles and standards as they relate to the law enforcement profession.

### **Training Objectives Related to 1.5 1.4**

Given a written exercise:

1. Identify the requirements for professionalism in law enforcement that impact the officer's knowledge, skill, and ability to behave in a fair and positive manner. roles of professionalism and ethics in law enforcement.
2. Identify the requirements that will assist in developing and maintaining a trust relationship with the citizenry.

**Criteria:** The trainee student shall be tested on the following:

- 1.5.1. 1.4.1. Identify Principles principles that define a the profession.



~~1.5.2. Historical evolution of law enforcement in the United States.~~

~~1.5.3. Three elements of the criminal justice system~~

~~1.5.4. The place of law enforcement and criminal justice in the structure of government.~~

~~1.5.5. 1.4.2 Identify The the role of ethics in law enforcement:.~~

~~1.5.5.1. Officer behavior~~

~~1.5.5.2. Officer dedication~~

~~1.5.5.3 Career development~~

~~1.5.5.1. General principles of ethics~~

~~1.5.5.2. Law Enforcement Code of Ethics:~~

~~1.5.5.2.1. Officer behavior~~

~~1.5.5.2.2. Officer dedication-~~

~~1.5.5.2.3 Career development.~~

~~1.5.6. Methods of handling violations of professional, ethical, or legal standards of conduct on any member of their agency the part of fellow officers.~~

~~1.5.7. Positive and negative aspects of discretionary enforcement of laws.~~

~~1.5.8. Positive and negative influences of a law enforcement career on an officer's personal life.~~

**Lesson Plan Guide:** The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identify principles that define a profession

a. Highly Visible

b. Ethical Standard of Conduct

c. Codified Body of Knowledge

d. Continuous Training

~~2. Identify the historical evolution of law enforcement in the United States:~~

~~a. Establishment of police force~~

~~b. Oath of office~~

~~c. Constitution and Bill of Rights.~~

~~3. Identify the three elements of the criminal justice system:~~

**a. Courts:**

**1. Federal system:**

**a. U. S. District Court**

**b. U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4th Circuit — Virginia is in this circuit)**

**c. U.S. Supreme Court**

**2. State system:**

**a. Magistrates**

**b. General District Courts**

**c. Circuit Courts**

**d. Virginia Court of Appeals**

**e. Virginia Supreme Court**

**b. Law Enforcement:**

**1. Federal officers (in general)**

**2. Sheriffs**

~~3. Police (local and state)~~

~~4. Other law enforcement agents~~

~~6. Corrections:~~

~~1. Local corrections (jails, detention facilities)~~

~~2. State corrections.~~

~~4. Identify the place of law enforcement and criminal justice in the structure of government.~~

~~5. 2. Define Identify the role of ethics in law enforcement:~~

~~a. Identify ~~two~~ general principles of ethics that may assist an officer in making ethical judgments.~~

~~b. Review the Law Enforcement Code of Ethics and its impact on the following:~~

~~(i). Officer behavior on duty:~~

~~a. (1). Reverence for the law~~

~~b. (2). Crime prevention~~

~~c. (3). Respect for the public~~

d. (4). Impartial law enforcement

e. (5). Attempt to use Use the minimum reasonable force necessary to effect an arrest

f. (6). Report only the truth facts

g. (7). Testify only the truth facts

h. (8). Never use public office for private gain

i. (9). Strive to perform at maximum efficiency

j. (10). Never misuse police law enforcement resources or confidential information-

2 (ii). Officer behavior off-duty:

a. (1). Practice good citizenship, (i.e., youth volunteer work, assist neighbors, be active in schools, other community service, etc.)

b. (2). Maintain self-control, fair play and discipline in such areas as avoiding disputes, excessive use of alcohol, prejudicial conduct or interaction with people of different ethnic, religious, sexual and

similar preferences, illegal gambling and others that may be identified

3. (iii). Officer dedication:

a. (1). Self (taking care of you will help you care for others)

b. (2). Family

c. (3). Office

d. (4). Community

e. (5). State

f. (6). Country

4. (iv). Career development:

a. (1). In-service training

b. (2). Resources for individual efforts:

(1) (A). Reading

(2) (B). Seeking out other law enforcement training

(3) (C). Using educational resources such as college courses

~~4. Others that may be identified.~~

~~6. Identify methods of handling violations of professional, ethical, or legal standards of conduct on the part of fellow officers.~~

~~7. Identify the positive and negative aspects of discretionary enforcement of laws.~~

~~a. Positive aspect: Give consideration to the violation and the violator, i.e., an elderly citizen on a fixed income may inadvertently run a red light and will benefit from a verbal warning rather than a ticket.~~

~~b. Negative aspect: Citizens watching an officer may conceive his enforcement of traffic laws is unfair when the officer allows a prominent citizen driving under the influence to simply park his vehicle and take a cab rather than arresting the violator.~~

~~8. Identify positive and negative influences of a law enforcement career on an officer's personal life:~~

~~a. Positive influences include, but are not limited to:-~~

~~1. Providing a role model to citizens, especially children-~~

~~2. Saving lives-~~

~~3. Preventing crime~~

~~4. Safeguarding the principles of our nation as noted in the Constitution and the Bill of Rights~~

~~5. Others as may be identified.~~

~~b. Negative influences include, but are not limited to:-~~

~~1. Constantly facing the possibility of death or serious injury~~

~~2. Divorce or strains on family relationships~~

~~3. Alcoholism~~

~~4. Mental health problems ranging from chronic stress to depression with the possibility of suicide~~

~~5. Others, as may be identified.~~

~~c. Bias:~~

~~1. Define bias~~

~~2. Define discrimination~~

~~3. Identify consequences of bias based policing~~



~~4. Identify consequences of impartial law enforcement~~

~~5. Identify methods that an officer may use to prevent bias from determining a law enforcement intervention.~~

**Performance Outcome 1.5 (NEW- taken from 1.5.2, 1.5.3, and 1.5.4 and made separate PO- Criteria did not support 1.5 PO)**

Identify the historical evolution of law enforcement in the United States and its source of authority in our structure of government.

**Training Objectives Related to 1.5**

**Given a written exercise:**

**1. Identify the major historical events which helped shape law enforcement in the United States.**

**2. Identify the three elements of the criminal justice system.**

**3. Identify the source of law enforcement's authority in the United States structure of government.**

**Criteria:** The student shall be tested on the following:

**1.5.1. Identify the Historical evolution of law enforcement in the United States.**

1.5.2. Identify three elements of the criminal justice system.

1.5.3. Identify the source of law enforcement and criminal justice authority in the structure of government.

**Lesson Plan Guide:** The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Identify the historical evolution of law enforcement in the United States

a. Establishment of law enforcement

b. Oath of office

c. Constitution and Bill of Rights

2. Identify the three elements of the criminal justice system:

a. Courts

(i). Federal system:

(1). U. S. District Court

(2). U. S. Court of Appeals for the # Circuit (example: U. S. Court of Appeals for the 4th Circuit – Virginia is in this circuit)

(3). U.S. Supreme Court

(ii). State system:

(1). General District Courts

(2). Juvenile and Domestic Relations District Courts

(3). Circuit Courts

(4). Virginia Court of Appeals

(5). Supreme Court of Virginia

b. Law enforcement

(i). Federal officers (in general)

(ii). Sheriffs/deputies

(iii). Police (local and state)

(iv). Other law enforcement agents

c. Corrections

(i). Local corrections (i.e. jails, detention facilities)

(ii). State corrections

(iii). Juvenile detention

d. Commonwealth's Attorneys

3. Identify the source of law enforcement and criminal justice authority in the structure of government

a. Judicial Branch

(i). Courts

(ii). Magistrates

b. Executive Branch

(i). Law enforcement

(ii). Corrections

c. Legislative Branch

### **Performance Outcome 1.6**

Identify and understand the consequences of biased-based policing/profiling.

### **Training Objective Relating to 1.6**

**Given a written exercise:**

- 1. Identify bias, biased-based policing/profiling, implicit bias, and discrimination.**
- 2. Identify potential consequences of bias-based policing/profiling.**
- 3. Identify methods that an officer may use to prevent bias-based policing/profiling.**

**Criteria:** The student shall be tested on the following:

**1.6.1. Identify bias.**

**1.6.4. Identify implicit bias.**

**1.6.2. Identify biased-based policing/profiling.**

**1.6.3. Identify discrimination.**

**1.6.6. Identify potential consequences of biased-based policing/profiling.**

**1.6.7. Identify strategies to prevent biased based policing/profiling.**

**Lesson Plan Guide:** The lesson plan shall include all items listed in the Criteria section and the additional information below.

**1. Define and provide examples of:**

**a. Prejudice**

b. Stereotyping

c. Systemic Racism

d. Individual Racism

2. Potential consequences of bias-based policing/profiling

a. Distrust from the public and community in which the agency serves

b. Routine encounters with citizens can escalate or turn deadly very quickly

c. Bad choices in split-second decisions and responses

d. Intense media scrutiny

e. Possibility of legal action against the agency and/or officer for constitutional and/or civil rights violations

3. Identify strategies to prevent biased based policing/profiling

a. In-depth training for officers and command staff that center around raising awareness of unconscious biases and the acknowledgement of its presence

b. Transform the conversation between law enforcement and the community

(i). Cultivate a diverse workforce

(ii). Engage in various community policing initiatives to not only reduce biases on both sides, but improve interactions between the two

c. Adhere to policies and statutes that promote unbiased policing and promote transparency

4. Recognize potential implicit biases while interacting with all people, to include but not limited to the Commonwealth of Virginia and Federal protected classes:

a. Persons who have a mental illness

b. Substance use disorders

c. Developmental or cognitive disability

**Performance Outcome 1.7 (OLD 3.10.2.1)**

Understand cultural diversity, increase cultural awareness, and cultivate effective communication practices to build community relations.

**Training Objectives Relating to 1.7**

**Given a written exercise:**

**1. Identify cultural diversity.**

**2. Identify communication methods that help promote understanding and tolerance.**

3. Identify the impact that embracing and understanding cultural diversity has on the law enforcement profession.

Criteria: The student shall be tested on the following:

1.7.1. Identify cultural diversity.

1.7.2. Identify communication methods that help promote understanding.

1.7.3. Identify the positive impact that embracing and understanding cultural diversity has on the law enforcement profession.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Define:

a. Culture: the customs, arts, beliefs, and institutions of a particular group

b. Cultural diversity: the variety and differences of cultures

c. Cultural awareness: the foundation of communication involving the ability to recognize and become aware of cultural values, beliefs and perceptions

2. Key communication methods or considerations utilized by law enforcement to improve communication with individuals from various cultures or backgrounds



a. Determine the language an individual speaks and seek immediate assistance through any available department-approved resources (i.e. translator services or a fellow officer who also speaks the language)

b. Voice tone, facial expressions, eye contact, and physical contact

c. Use of simple language

d. Body language and stances/gestures

e. Encourage recipient to ask questions for clarification

f. Exhibit patience

3. Identify community resources to assist with cultural needs (i.e. local ministerial groups, non-profit organizations, outreach alliances, etc.)

4. Identify the importance of the following, as they relate to cultural diversity:

a. Awareness

b. Sensitivity

c. Impacts

d. Perceptions

e. Common barriers (i.e. language, socioeconomic etc.)

5. Impact of embracing and understanding cultural diversity with respect to law enforcement

a. Enhance both citizen and officer safety

b. Ability to problem-solve more effectively

c. Limit unnecessary use of force incidents

d. Build citizens' confidence and communication in law enforcement/community relations, with the attempt to reduce underreporting of crimes

**Performance Outcome 1.8**

Identify an officer's duty to intervene.

**Training Objectives Relating to 1.8**

1. Given a practical exercise, demonstrate the affirmative duty of a law enforcement officer to intervene when an officer is subjecting a citizen to unethical or unlawful violations.

2. Given a written exercise, identify the liability attached to failure to intervene.

**Criteria:** The student shall be tested on the following:

**Practical Exercise:**

1.8.1. Demonstrate the affirmative duty of a law enforcement officer to intervene when an officer is subjecting a citizen to unethical or unlawful violations.

**Written Exercise:**

1.8.2. Identify the liability and potential repercussions associated with failure to intervene.

**Lesson Plan Guide:** The lesson plan shall include all items listed in the Criteria section and the additional information below:

1. §19.2-83.6

2. Understand that one officer may set an incident into motion before other arriving officers can be made aware of circumstances

3. Identify potential solutions to promote a positive law enforcement culture

a. Team responsibility

b. Peer accountability

4. Liability and potential repercussions for failure to intervene

a. Departmental disciplinary action

b. Loss of career

c. Media scrutiny

d. Criminal investigation and subsequent prosecution for criminal acts

e. Civil judgements

**Performance Outcome 1.9**

Understand citizen and law enforcement relationships.

**Training Objective related to 1.9**

**Given a written exercise:**

1. Identify historical events that have influenced citizen and law enforcement relationships.

2. Identify ways law enforcement can build relationships with communities.

**Criteria: The student shall be tested on the following:**

1.9.1. Identify historical events that have influenced citizen and law enforcement relationships.

1.9.2. Identify ways law enforcement can build relationships with communities.

**Lesson Plan Guide:** The lesson plan guide shall include all items listed in the Criteria section and the additional information below.

1. Historical events that have influenced citizen distrust of law enforcement

a. Discriminatory statutes that have been repealed (i.e. Jim Crow Laws, Eugenics

Laws, Consensual Sodomy Law )

b. Corruption

c. Excessive use of force incidents

2. Ways to build trust and rapport with communities

a. Effective Communication

b. Listen

c. Community Engagement

d. Fairness

e. Show respect

f. Build relationships

g. Training

**Performance Outcome 1.10**

Understand the requirements for law enforcement certification in the Commonwealth of Virginia.

**Training Objectives Related to 1.10**

**Given a written exercise:**

1. Identify the requirements to become a certified law enforcement officer in Virginia.

2. Identify the requirements for maintaining a Virginia law enforcement certification.

3. Identify the Code requirements for decertification in Virginia.

Criteria: The student shall be tested on the following:

1.10.1. Identify the minimum requirements in Administrative Code 6VAC20-20 for becoming a certified law enforcement officer in Virginia.

1.10.2. Identify the requirements to maintain Virginia law enforcement certification.

1.10.3. Identify the requirements for law enforcement decertification in Virginia, as defined in § 15.2-1707.

Lesson Plan Guide: The lesson plan shall include all items listed in the Criteria section and the additional information below.

1. Minimum requirements, in 6VAC20-20, for becoming a certified law enforcement officer in Virginia

a. Employed as a law-enforcement officer as defined in § 9.1-101 of the Code of Virginia

b. Attend and successfully complete a law-enforcement basic training at a certified criminal justice training academy

c. Obtain a passing score on the law-enforcement certification exam

d. Successfully complete field training

e. Complete all requirements within twelve months of employment

2. Requirements to maintain Virginia law enforcement certification

a. Complete in-service training, as defined in 6VAC20-30-40

b. Maintain In-service training, as defined in 6VAC20-30-30

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