

Basic Training Module Specifications

<u>Functional Area:</u>	II. Patrol Procedure
<u>Subject Area:</u>	B. Ethics in Policing and Interpersonal Relations
<u>Module Title:</u>	4. INTERPERSONAL SKILLS
<u>Hours:</u>	Not less than 8 hours

Notes to Instructor:

II.B.4.9. Instructors should present “Communication Access Needs: A Presentation for Law Enforcement Officers” videotape (Michigan State Police Media Production Center, April 2001). Students should be provided with “Communication Guide for Law Enforcement Officers” (DHS Publication 181).

The Civil Rights Division of the U.S. Department of Justice has developed many resources regarding the law enforcement response to people with disabilities, including resources that address communicating with people who are deaf or hard of hearing. These resources include videotapes, pocket guides, and other printed materials and are available free of charge by contacting the ADA Information Line at (800) 514-0301 (voice), (800) 514-0383 (TTY), or on the ADA website at [www.ada.gov](http://www.ada.gov).

Module Objectives:

- II.B.4.1. Demonstrate an Understanding of the Importance of Effective Communication in Policing.
- a. Acknowledges that effective communicators are better police officers because they:
    - (1) create a good working environment;
    - (2) foster police and community relations;
    - (3) obtain more information from co-workers, citizens and suspects;
    - (4) promote professionalism;
    - (5) solve more crimes;
    - (6) resolve more community problems;
    - (7) have a higher plea/conviction rate; and
    - (8) are respected by their peers.

II.B.4.2. Demonstrate an Understanding of The Basics of Communication.

- a. Defines effective communication as an interactive exchange of thoughts, messages, information, emotions, and attitudes between people where a degree of understanding takes place.
- b. Describes communication as an interrelated process consisting of:
  - (1) the sender encoding the message;
  - (2) a method for transmitting the message;
  - (3) the receiver decoding the message;
  - (4) noise or other distracters (i.e., anything that reduces the accuracy of the communication); and
  - (5) non-verbal aspects of the communication (i.e., body language)
- c. Describes the impact of the communication process on understanding as:
  - (1) seven percent being accredited to the actual words;
  - (2) thirty eight percent to the way it was said; and
  - (3) fifty five percent to the non-verbal aspects.
- d. Describes the role personal values play in the communication process (i.e., officers must be aware of their own values and respect the values of others).
- e. Describes factors that affect communication:
  - (1) an adequate self-concept;
  - (2) understanding perceptions;
  - (3) the ability to be a good listener;
  - (4) the skill of expressing one's thoughts and ideas clearly;
  - (5) the ability to cope with emotions, such as anger, in a functional manner; and
  - (6) the willingness to disclose oneself to others.

II.B.4.3. Apply Techniques that will Enhance Listening Skills.

- a. Distinguishes between hearing what is said and understanding what is being communicated; the effective listener interacts with the speaker in developing meaning and reaching understanding.

II.B.4.3. Apply Techniques that will Enhance Listening Skills (continued).

- b. Applies techniques to improve listening skills:
  - (1) encourage people to talk by:
    - (a) using open ended questions;
    - (b) managing body position and stance; and
    - (c) choosing an appropriate environment.
  - (2) stop talking (e.g., allows silence);
  - (3) keep an open mind;
  - (4) give your undivided attention to the speaker;
  - (5) withhold judgement;
  - (6) search for unexpressed meaning; and
  - (7) utilize reflective listening techniques (i.e., practices empathy, paraphrases, and summarizes)
- c. Observes non-verbal communication cues that may indicate a more accurate meaning (e.g., does nervousness indicate deception or just being uncomfortable?).

II.B.4.4 Identify Verbal and Non-verbal Behavior That Indicates Potential Hostility.

- a. Describes verbal cues that may indicate potential violence such as:
  - (1) loud voice,
  - (2) profanity,
  - (3) threatening words, and
  - (4) angry tone.
- b. Describes non-verbal cues that may indicate potential violence such as:
  - (1) red flushed face,
  - (2) hyperventilation,
  - (3) shaking,
  - (4) clenched fists,
  - (5) rigid body,
  - (6) fixed stare,
  - (7) hesitation to move as commanded.
- c. Is aware that inappropriate behavior for the circumstances may indicate potential violence (e.g., "gut feeling" that something is not right or a police officer's sixth sense).

II.B.4.5. Demonstrate an Understanding of Methods for Conflict Resolution.

- a. Distinguishes between the:
  - (1) emotional aspects (e.g., anger, distrust, defensiveness, fear, rejection, etc.); and
  - (2) substantive aspects (e.g., conflicting needs, disagreements over policies, etc.) of a conflict.
  
- b. Describes the first step in conflict resolution is to deal constructively with emotions by:
  - (1) treating the other person with respect;
  - (2) listening until you experience the other side; and
  - (3) stating your views, needs, and feelings.
  
- c. Identifies six methods that are used to resolve the substantive aspects of a conflict:
  - (1) denial (i.e., denying the existence of a problem);
  - (2) avoidance (i.e., withdrawing from the situation or act if the problem does not exist);
  - (3) accommodate (i.e., giving in);
  - (4) dominate (i.e., imposing one's own solution on the other person).
  - (5) compromise (i.e., each party settles for less than what they really want); and
  - (6) collaborative problem solving (i.e., parties join together to find a solution to the problem) using a six-step process:
    - (a) define the problem in terms of needs, not solutions;
    - (b) brainstorm possible solutions;
    - (c) select the solution(s) that will meet both parties need and look at consequences;
    - (d) plan who will do what, where and by when;
    - (e) implement the plan;
    - (f) evaluate the process and how the solution is working.

II.B.4.6. Identify Situations that are Likely to Cause Severe Stress or Crisis for Citizens.

- a. Crimes or acts affecting the victim vulnerability/loss of control, such as:
  - (1) rape,
  - (2) burglary/robbery,
  - (3) death threat,
  - (4) elderly victim living alone, and
  - (5) severe traffic crash.
  
- b. Domestic violence, child abuse, and elder abuse.
  
- c. Delivery of emergency messages to family (e.g., death, serious injury).
  
- d. Missing persons, particularly children, mentally ill, or emotionally impaired.

II.B.4.7. Describes the Mental States that Persons in Crisis May Exhibit.

- a. High anxiety or emotional shock, either:
  - (1) agitated and/or very active; or
  - (2) stunned, inactive and depressed.
- b. Denial, which is a protective mechanism that prevents too much from happening too fast.
- c. Anger, which is a response to frustration.
- d. Remorse has elements of guilt and sorrow (e.g., phrases such as "If I had only....").
- e. Grief is the first real stage of healing.
- f. Reconciliation occurs when the crisis is resolved, and the person returns to a state of equilibrium.

II.B.4.8. Demonstrate an Understanding of Techniques Used to Communicate with Persons in Crisis.

- a. Acknowledges the ordeal for the Victim and reassures his/her immediate safety (e.g., You have been through a terrible ordeal, you are **safe now**.).
- b. Utilizes active listening techniques such as allowing silence, offering reflective comments, and providing timely clarifications and summaries.
- c. Uses diversion reality questions to assist the person in crises to concentrate or ventilate (e.g., How many people live here with you?).
- d. Poses simple choices to help victims regain some sense of control (e.g., Would you like a friend or victim advocate called? or Would you like a glass of water?).
- e. Provides options and/or directions.
- f. Explains procedures that will follow.
- g. Shows awareness of non-verbal cues; eye contact and body posture, that can be valuable in reducing crisis symptoms.

II.B.4.9. Demonstrate an Understanding of Techniques Used to Communicate with Deaf or Hard of Hearing Persons

- a. Identifies signs that a person may be deaf or hard of hearing, such as:
  - (1) points to ear and then mouth as a sign for “deaf;”
  - (2) does not respond or responds inappropriately;
  - (3) often asks speaker to repeat self;
  - (4) obvious hearing aids;
  - (5) international symbol of deafness or the word “deaf” on the back of driver’s license (MCL 257.310); and/or
  - (6) approved “Communication Access Needs” visor or wallet card.
  
- b. Recognizes appropriate steps to aid communication, such as:
  - (1) face the person and speak slowly;
  - (2) use pen and pad if the person cannot lip-read;
  - (3) do not shine flashlight into person’s face while talking;
  - (4) keep sentences simple and clear; and
  - (5) do not place obstacles in front of face or mouth when speaking.
  
- c. Recognizes officer safety concerns, such as:
  - (1) person may not respond to requests or commands;
  - (2) person may make quick movements when reaching for pen and paper; or
  - (3) officer positioning when interacting with vehicle driver or occupants.
  
- d. Understands additional or differing procedures for arrests:
  - (1) obtaining Nationally Certified or State Qualified Interpreter for police or legal proceedings (ADA Rehabilitation Act of 1973 Section 504, PA 204 of 1982);
  - (2) obtaining qualified interpreter prior to reading the Miranda Warnings (MCL 393.505); and
  - (3) recognizing that handcuffing may remove the person’s only means of communication.
  
- e. Describes officer behaviors that may cause problems in a contact with deaf or hard of hearing persons, such as:
  - (1) mimicry or mockery of an individual’s personal and unique differences;
  - (2) use of distancing terms (you people; your kind)
  - (3) demonstrating fear or hatred of deaf or hard of hearing persons;
  - (4) use of blaming or scapegoating to make up for a sense of helplessness in communication efforts; or
  - (5) unintentional statements that demonstrate a lack of awareness or concern for the communication barriers.

II.B.4.10. Deliver Emergency Messages (e.g., Injuries, Death).

- c. Requests assistance from other parties (e.g., clergy, family, friends, victim support teams).
- d. Communicates emergency message to proper recipient, providing all necessary information in a concerned and dignified manner.

II.B.4.11. Establish Rapport with People While on Patrol.

- a. Displays courteous and friendly attitude to citizens on patrol.
- b. Talks to citizens (e.g., businesspersons, community group members) by:
  - (1) introducing himself/herself, and
  - (2) asking citizens about their needs for law enforcement assistance.
- c. Listens to questions from the public in a patient, courteous manner (e.g., avoids interrupting person, asks questions to clarify what information is desired).
- d. Responds to questions from the public by:
  - (1) providing or obtaining accurate information to answer the question,
  - (2) referring the person to appropriate information source, or
  - (3) advising person that information is confidential.

**Module History**

Revised September 2001  
Revised May 2005  
Revised July 2006