

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:

Resources that may assist instructors are available free of charge from Community Relations Service of the U.S. Department of Justice website at <https://www.justice.gov/crs/our-stakeholders/law-enforcement>.

Instructor should reference the Michigan Office of the Child Advocate's TEN4-FACESp video (<https://vimeo.com/916757607/080748688b>) found in I.G.1.2 Instructor Notes.

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).

- a. Requests assistance from other parties (e.g., clergy, family, friends, victim support teams).
- b. 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	09/01
Revised	05/05
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