

**TRAINING AND TESTING
SPECIFICATIONS FOR LEARNING DOMAIN #42
CULTURAL DIVERSITY/DISCRIMINATION**

~~July 1, 2012~~ October 1, 2019

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X			X		X	
X			X		X	
X	X	X	X		X	
X			X		X	
X	X	X			X	X
X	X	X			X	X

I. LEARNING NEED

Peace officers need to recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities.

LEARNING OBJECTIVES

A. Define the terms:

1. Culture
2. Cultural diversity

B. Describe personal, professional, and organizational benefits of valuing diversity within the community and law enforcement organizations

C. Explain the historical and current cultural composition of California

II. LEARNING NEED

Peace officers need to become aware of stereotyping that could lead to prejudicial viewpoints and unlawful acts of discrimination.

LEARNING OBJECTIVES

A. Define the term stereotype

B. Discuss the dangers of relying on stereotypes to form judgments or to determine actions

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X	X	X			X	X
X	X	X			X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

- C. Define the term prejudice
- D. Define the term discrimination
- E. Define the term racial profiling, including the:
1. Conceptual definition
 2. Legal definition
- F. Discuss the legal considerations peace officers should take into account related to racial profiling, including:
1. California Penal Code Section 13519.4
 2. Fourth Amendment
 3. Fourteenth Amendment
 4. Current case law
 5. Criminal profiling vs. racial profiling
- G. Discuss the impact of racial profiling on the:
1. Individual citizens
 2. Community
 3. Officer
 4. Criminal justice system
- H. Discuss landmark events in the evolution of civil and human rights
- I. Define key indices peace officers should recognize and respect that make up evolving culture among a community
- J. Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
<u>X</u>			<u>X</u>		<u>X</u>	<u>X</u>
<u>X</u>			<u>X</u>		<u>X</u>	<u>X</u>
<u>X</u>			<u>X</u>		<u>X</u>	<u>X</u>
<u>X</u>			<u>X</u>		<u>X</u>	<u>X</u>
<u>X</u>			<u>X</u>		<u>X</u>	<u>X</u>

III. LEARNING NEED

Peace officers must 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 OBJECTIVES

A Explain strategies for effective communication within a diverse community, including:

1. Verbal communication
2. Active listening
3. Nonverbal communication

B. Describe positive officer behaviors during contacts with members of a cross-cultural community

C. Discuss articles of faith that can be interpreted as a weapon, including:

1. Identification of the article
2. Proper handling of and respect for the article

IV. LEARNING NEED

Peace Officers need to recognize and respect the complexities of sexual orientation and gender identity and develop the necessary skills to understand, effectively communicate, and respond to the needs of the community and the law enforcement workplace.

LEARNING OBJECTIVES

A. Discuss the difference between sexual orientation and gender identity, and how they intersect with:

1. Each Other
2. Race
3. Culture
4. Religion

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X
X			X		X	X

VI.

1. Desecrating religious symbols
 2. Interfering with religious freedom
 3. Terrorizing another
 4. Interfering with an individual's civil rights
- C. Explain the legal rights and remedies available to victims of hate crimes based on federal law and Civil Code
- D. Describe the impact of hate crimes on victims, the victims' families, and the community
- E. Discuss the indicators of hate crimes
- F. Explain considerations when investigating and documenting incidents involving possible hate crimes

LEARNING NEED

Peace officers need to have an understanding of what constitutes sexual harassment, how to respond to sexual harassment in the workplace, and the legal remedies available through the sexual harassment complaint process.

LEARNING OBJECTIVES

- A. State the legal definition of sexual harassment
- B. Discuss the federal and state laws dealing with sexual harassment to include:
1. Title VII
 2. Government Code Section 12940 et. seq.
 3. Concept of Quid Pro Quo
 4. Concept of hostile work environment
 5. Current case law

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			X		X	
X X X X			X X X X		X X X X	
X			X		X	X
X X X X X X X X X			X X X X X X X X X		X X X X X X X X X	X X X X X X X X X
X			X		X	X
X			X		X	X
X X X			X X X		X X X	X X X
16	1	1	15		16	4

- D. Given a minimum of two POST-developed video re-enactments or written descriptions of possible hate crimes, or an equivalent material provided by the presenter, the student will participate in a facilitated discussion which addresses the following:
1. Whether or not the incident constituted a hate crime under the law
 2. Impact of the incident on victims, their families and the community
 3. Effectiveness of the law enforcement response
 4. Legal rights of, and remedies available to the victim(s)
- E. The student will participate in a series of learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources. At a minimum, each activity or combination of activities must address the following topics:
1. The impact racial profiling may have had on them as individuals or their community
 2. Concerns the students may have as to how racial profiling will affect them in the field
 3. Clarification of the myths and realities of racial profiling
 4. The concept of individualized suspicion as it pertains to probable cause
 5. How the history of the community can affect the way they view law enforcement today
 6. Law enforcement's obligation to various cultures within the community
 7. What law enforcement must do to increase trust with the community
 8. Law enforcement's obligation to respond to and report incidents of discriminatory or biased practices by fellow officers
 9. The importance of applying leadership during contacts with persons from diverse cultures as it pertains to profiling, ethics and community policing
- F. Given three POST-developed video re-enactments depicting possible racial profiling, students will participate in a facilitated discussion and/or small group discussion which addresses the following:
1. Application of the 4th and 14th Amendments and current case law
 2. Consensual contacts as it pertains to racial profiling
 3. Importance of articulable characteristics or behaviors to develop probable cause.

VIIIX. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on cultural diversity/sexual

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	

harassment/hate crimes.

~~IX.~~

ORIGINATION DATE

January 1, 2001

~~XI.~~

REVISION DATE

January 1, 2004

July 1, 2010

January 1, 2006

July 1, 2011

January 19, 2007

July 1, 2012

July 1, 2008

October 1, 2019