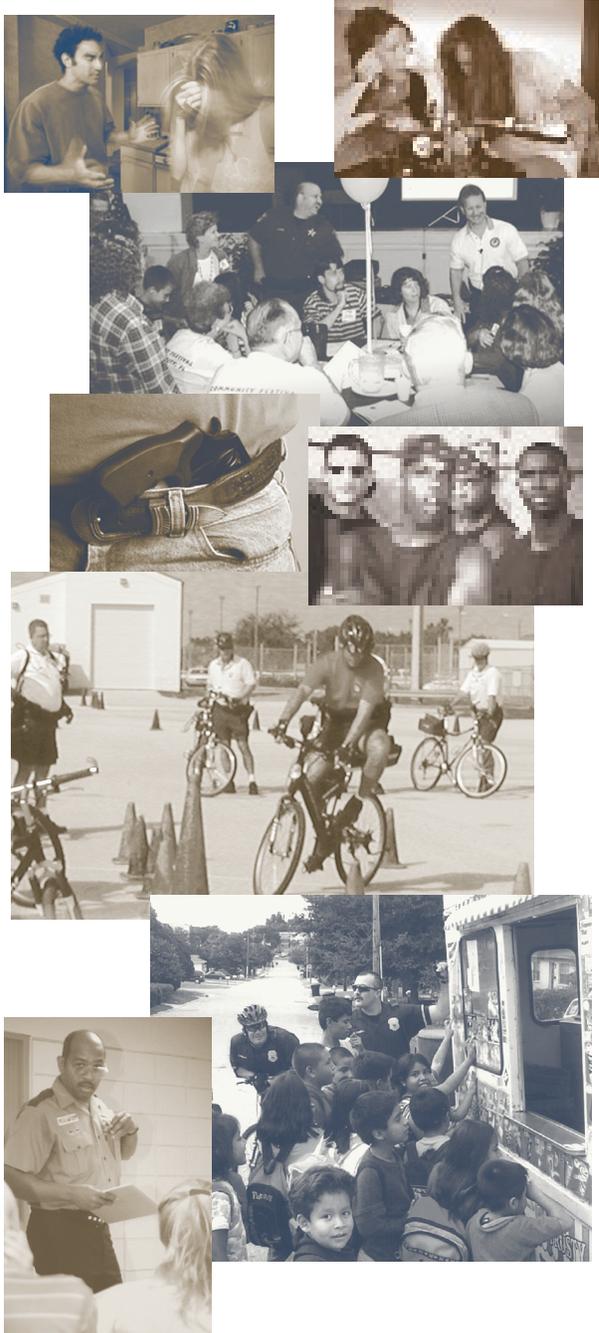


St. Petersburg College

FLORIDA REGIONAL COMMUNITY POLICING INSTITUTE



Ethical Issues and Decisions in Law Enforcement



Course Manual

St. Petersburg College

Ethical Issues and Decisions in Law Enforcement



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Table of Contents

TABLE OF CONTENTS

FORWARD

ACKNOWLEDGEMENTS

COURSE DESCRIPTION

UNIT ONE

Orientation & Overview 1

UNIT TWO

Why Do Ethics Matter? 5

UNIT THREE

Basic Ethics Terms & Concepts 9

UNIT FOUR

The Corrupt Cop Video 11

UNIT FIVE

Personal Attitudes & Ethical Behavior 13

UNIT SIX

Personal Character & Moral Development 19

UNIT SEVEN

Ethical Decision-Making in Law Enforcement ... 27

UNIT EIGHT

Wrap-up & Closure 31

UNIT NINE

Appendix 33

Forward

Who We Are

The Florida Regional Community Policing Institute (RCPI) at St. Petersburg College (SPC) operates under a cooperative agreement from the Department of Justice, Office of Community Oriented Policing Services (COPS). RCPI provides FREE community policing training to law enforcement officers, community residents, city employees, social services agencies, and private sector representatives throughout Florida.

Basic Courses

- Introduction to Community Policing
- Police-Community Partnerships
- Problem Solving for the Community Police Officer and Citizen
- Survival Skills for Community Policing Officers
- Ethical Issues and Decisions in Law Enforcement
- Reaching your Goals Through Code Compliance
- Planning a Win for the Good Guys: Crime Prevention/Crime Displacement and Environmental Design
- Managing Encounters with the Mentally Ill
- Building Bridges: Community Policing Overview for Citizens
- Changing Roles: Supervising Today's Community Policing Officer
- Grantsmanship 101
- Sexual Predator and Offender Awareness in Your Neighborhood and on the Internet
- Effective Media Skills for Law Enforcement
- Citizens' Community Policing Academies

Specialty Courses

- Protecting, Serving and Supervising through Community Partnerships
- Three-Part Community Policing Management Series

Domestic Violence Courses

- Dynamics of Domestic Violence
- Legal Aspects of Domestic Violence
- Resources for Domestic Violence Teams

Ethics Courses

- Citizen Complaint Intake and Investigation Issues
- Bias-Based Policing: Issues and Dilemmas
- Use of Force Issues in a Community Policing Environment
- Early Identification and Intervention Strategies (EIIS)

Online Courses

- Ethical Issues & Decisions in Law Enforcement
- Introduction to Community Oriented Policing
- Dynamics of Domestic Violence
- Understanding the Dynamics of Violence in the Workplace

Course Material

Course material is provided at no charge to all participants. We can adapt our training to fit your agency/ community/business needs. Evening and weekend classes are available. Most training modules are eight or 16 hours but may be modified to allow for limited time allotments.

Training Locations

Generally, classes are conducted at our SPC training site. However, we will arrange training at your facility or a training center in your area. Students who travel more than 50 miles to specified courses held at St. Petersburg College may be eligible for lodging reimbursement. See individual course brochure for eligibility.

Who Can Attend?

- Any law enforcement officer (community policing patrol, crime prevention, campus police), civilian employees, probation officers, and social service agencies
- Community leaders and citizens
- Chiefs and Sheriffs who are interested in starting and maintaining community policing in their communities
- Business managers, executives and employees
- Mayors, City Managers, Council members, trustees and government leaders

Registration

To register for classes, schedule on-site training or become part of our mailing list, please call:

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Acknowledgements

This textbook was written for the Florida Regional Community Policing Institute (RCPI) at St. Petersburg College (SPC) by Keith Goree, an instructor for SPC. Keith Goree has a bachelor's degree in Religious Studies and Psychology from Harding University, a master's degree in Marriage and Family Therapy from Abilene Christian University, and has completed postgraduate work in philosophy, applied ethics, and education at the University of South Florida.

He has worked as a youth and family counselor, a child abuse investigator for the State of Florida, and joined the faculty of the SPC Applied Ethics program in 1986. He speaks on ethics education at professional conferences for teachers and school administrators throughout the country. Mr. Goree is the author of an ethics textbook, *Ethics in American Life*, and has been a contributing author to several

books, including the SPC textbook, *Ethics Applied*. In 1997, the Florida Association for Community Colleges named Keith one of the top community college professors in the state. He is also an instructor for the Florida Regional Community Policing Institute at SPC.

This textbook summarizes the development of Ethical Issues for Law Enforcement Officers and was supported by the Department of Justice, Office of Community Oriented Policing Services (COPS). The author wishes to acknowledge the staff that envisioned and implemented this textbook for the Florida Regional Community Policing Institute at SPC. Finally, the support of COPS personnel who assisted and were committed to the dissemination of this textbook is gratefully acknowledged.

Course Description

This eight-hour interactive workshop explores ethical issues, questions, and problems relevant to law enforcement and community policing. Emphasis will be placed on recognizing these ethical issues, applying personal and professional decision-making skills, explaining the consequences of ethical and unethical behaviors, evaluating law enforcement Codes of Ethics, and analyzing the roles of moral maturity and personal character in the professional life of law enforcement officers, with specific applications to community policing.

Course Goals

- Participants will become more sensitive to the nature and presence of ethical issues in law enforcement and community policing.
- Participants will understand the importance of personal moral maturity and individual character in the professional lives of law enforcement officers.
- Participants will demonstrate techniques for making better professional and personal ethical decisions, utilizing a variety of decision-making models and other resources including appropriate Codes of Ethics.
- Participants will apply the information and skills learned in this course to scenarios representative of ethical dilemmas present in law enforcement and community policing.
- Participants will analyze a variety of conflict of interest situations, while applying sound decision-making strategies.

Course Objectives

- Participants will become more sensitive to the nature and presence of ethical issues in law enforcement and community policing.
- Participants will review the meanings of basic ethical terms and concepts.
- Participants will explore and discuss a variety of situations relevant to law enforcement and community policing.
- Participants will discuss the consequences of ethical and unethical actions by law enforcement officers.
- Participants will understand the importance of personal moral maturity and individual character in the professional lives of law enforcement officers.
- Participants will study stages of moral development proposed by Lawrence Kohlberg and James Rest, applying this information to situations in law enforcement and community policing.
- Participants will analyze the importance of personal character by discussion character traits typical of “good people” and “good officers.”
- Participants will discuss various levels of personal character, as well as components necessary for consistent moral behavior.
- Participants will demonstrate techniques for making better professional and personal ethical decisions, utilizing a variety of decision-making models and other resources including appropriate Codes of Ethics.
- Participants will further develop critical thinking skills, and learn how to better use these skills in making ethical decisions.
- Participants will learn to use the “Bell, Book & Candle” and other ethical decision-making models.

- Participants will learn to use the “A.S.C.T.” ethical decision-making model.
- Participants will analyze and evaluate several codes of professional conduct relevant to law enforcement and community policing.
- Participants will analyze a variety of conflict of interest situations, while applying sound decision-making strategies.
- Participants will recognize and explain various categories of conflict of interest situations.
- Participants will discuss and apply a variety of possible resolutions to conflict of interest situations.
- Participants will apply ethical decision-making tools to conflict of interest situations, identifying the wisest course of action for specific scenarios.
- Participants will apply the information and skills learned in this course to scenarios representative of ethical dilemmas present in law enforcement and community policing.
- Participants will identify and resolve ethical dilemmas contained in hypothetical scenarios.
 - Participants will apply information from other parts of this course to these scenarios, attempting to find and justify the wisest course of action in that situation.
 - Participants will work together to:
 - Create a hypothetical scenario representative of an ethical dilemma in law enforcement and community policing.
 - Use logical decision-making skills to suggest a wise solution to the scenario under consideration.

“Without civic morality communities perish; without personal morality their survival has no value.” Bertrand Russell

Unit One: Orientation and Overview

Introduction and Pretest

- Introduction of Instructor
- Participant Registration Paperwork
- Pretest
- Review of the Course Description and Goals

“The only thing necessary for the triumph of evil is for good men to do nothing.”

- Edmund Burke

What Ethics Training Is and Isn't

- Ethics training isn't – indoctrination. The goal isn't to make everyone the same; it's about character and decision-making.
- Ethics training isn't – an underhanded attempt to change you. No one can change you; you can only change yourself.
- Ethics training isn't – an assumption that your ethics are flawed. This isn't remedial ethics. It's a class to help basically good people learn to make the best choices and decisions.
- Ethics training is - a process of understanding yourself better; why you tend to believe, think and act the way you do.
- Ethics training is - learning how to choose the wisest course of action in difficult situations.
- Ethics training is – vital and necessary.
 - Can save your career and retirement.
 - Can make your job easier.
 - Can help restore public trust in law enforcement.
- Ethics is – a perishable skill. It requires continual training and honing, just like driving and shooting.

“Always do the right thing. This will gratify some people and astonish the rest.”
- Mark Twain

What to Bring to this Class

- An adventurous, open mind. What you get out of today will be pretty much up to you.
- Socratic humility. Named after the ancient Greek philosopher, Socrates, this is the inner understanding that “I don’t know everything yet, and can learn something valuable from listening to the ideas of others.”
- A positive, cooperative attitude. Human minds can only be opened and maintained from the inside.

Four Components of Consistent Ethical Behavior (James Rest)

- Moral Sensitivity – the ability to recognize the presence and nature of ethical issues; the awareness that a situation represents an ethical problem that requires an ethical decision.
- Moral Judgment – the ability to make the right ethical decision; to determine the morally correct and wisest course of action. This requires the use of critical thinking skills and the ability to prioritize competing ethical principles and values.
- Moral Motivation – the desire to do the right thing and to be a good and ethical person.
- Moral Character – possessing the maturity, courage, and discipline to follow through and do what you know is right in situations of strong temptation and/or great pressure from others.

Reflection

Which of the components do you see as your areas of strength?

Which components represent areas where you see yourself needing improvement?

The Ethics Human Scavenger Hunt

Your goal is to fill as many of the blanks as you can with the names of different people in this workshop. To do that, you'll need to meet, mingle with, and interview the other workshop participants. Do not use your own name. Do not use any name more than once.

_____ I am the first law enforcement officer in my family.

_____ I served in the military.

_____ I have some reservations about the innocent person problem with the death penalty.

_____ Being a good parent is very important to me.

_____ I think the media is often unfair to police officers.

_____ My religious faith is important to me.

_____ I believe that too much emphasis is placed on the rights of criminals.

_____ I believe that law enforcement officers should be held to higher moral/ethical standards than ordinary citizens are held to.

_____ I believe that law enforcement officers should hold each other to higher standards of conduct than we hold the public to.

_____ I think of myself as a morally mature person.

_____ I believe there is more to ethics than just obeying the law.

_____ I think that there is nothing wrong with law enforcement officers accepting free or discounted meals from restaurants, as long as there are no strings attached.

_____ I do not believe that law enforcement officers should accept free or discounted meals from restaurants.

_____ I'm proud of what my job and my badge stand for.

The World Needs Men and Women

- Who cannot be bought
- Whose word is their bond
- Who put character above wealth
- Who are larger than their vocations
- Who do not hesitate to take chances
- Who will not lose their identity in a crowd
- Who will be as honest in small things as in great things
- Who will make not compromises with wrong
- Whose ambitions are not confined to their own selfish desires
- Who will not say they do it, “because everyone else does it”
- Who are true to their friends through good report and evil report, in adversity as well as in prosperity
- Who do not believe that shrewdness and cunning are the best qualities for winning success
- Who are not ashamed to stand for the truth when it is unpopular
- Who can say “NO” with emphasis, although the rest of the world is saying “yes”

God make me this kind of person.

- Leonard Wagner

Unit Two: Why Do Ethics Matter?

Discussion Questions

1. Why does it matter whether or not law enforcement professionals maintain consistently high levels of ethical behavior?
2. If being an ethical person is harder, then what makes it worth the extra effort?

Public Trust in Law Enforcement

What the Judge Said to the Jury

In 1999, Pinellas-Pasco Circuit Court Judge Brandt Downey made these comments in open court to six jurors. The jurors were waiting to be dismissed after giving their not guilty verdict in the case of Johnny Lee Nathan, accused of the sale and possession of cocaine. You may want to applaud the judge's message, but look deeper at the underlying problem. Why is a police officer's word not good enough anymore?

“Ladies and gentlemen, I'm not sure what happened here. Obviously, you didn't believe something. Law enforcement is on the street everyday doing their job. They see something like this and they only assume one thing. Not that it's important now, but you need to understand that Mr. Nathan

A very small percentage of officers ever disgrace themselves and the profession to the point of going to jail or prison. However, the typical ex-officer sent to prison is 27 years old and has 7.2 years of experience on the job.

- National Institute for Ethics

20 percent of all law enforcement officers who are decertified are expelled from the profession simply for cheating on overtime.

- National Institute for Ethics

has been to prison four times in his life; twice for robbery and once for sales and possession of cocaine. He is a professional drug dealer, and it's unfortunate that you didn't see through the defense argument and convict him.

"He's twice been sentenced as a career criminal and had he been found guilty by you in this particular case, he'd have gone to jail for 30 years and spent the rest of his life in prison because that's where he belongs. He is a professional crook. He committed his first crime in 1968, and whenever he has not been in prison he has been committing crimes from robbery to burglary to selling drugs. And it's unfortunate that you just didn't believe the officers when they told you what they saw.

"Unfortunately folks, I am very disappointed in the decision that you reached. And I don't normally say that because I know that you think you are doing the right thing. You're thinking that the State didn't prove its case. The officer told you what he saw, and he saw what happened, and that's all that was necessary. He saw what happened, and he told you the truth, and it's unfortunate that you didn't think that was enough to convict this career criminal and send him to prison where he belongs.

"The only thing good about this case is that we will see Mr. Nathan again when he commits his next crime. And we will put him where he belongs when we do. Thank you very much. Have a nice night."

Thoughts and Questions for Discussion

1. Wasn't there was a time in America when the police officer's word was pretty much enough? What changed that? Do cases like this illustrate the public's growing perception that police officers do not necessarily hold themselves to a higher ethical standard of honesty and integrity?

2. In what ways has the law enforcement community contributed to this problem?

3. What can the profession of law enforcement do to change this public perception?

Unit Three:

Basic Ethics Terms & Concepts

- Ethics – the reasoned study of what is morally right and wrong, good and bad. The logical search for the best ethical principles to live by.
- Ethical Principles – general statements of moral behavior; statements of how people should act under normal circumstances. Examples:
 - People should treat others as they would want to be treated themselves.
 - People should respect the rights of others.
 - People should be honest.
 - People should sacrifice their own interests for the needs of others.

Discussion Question

Why “under normal circumstances?” There is a debate in ethics over whether there can ever be situations in which it is morally justified to intentionally violate an accepted ethical principle. What do you think? Can there ever be specific situations in law enforcement in which it is morally permissible to lie? To violate someone’s rights? To exploit or harm someone for the good of others? Can you give examples?

“The man of wisdom has no perplexity; the man of humanity has no worry; the man of courage has no fear.”
- Confucius

- Ethical Issues – situations and actions that raise questions of moral right and wrong; topics that raise honest moral debate. Examples from law enforcement:

Gandhi's "Seven Sins":

- Wealth without work*
- Pleasure without conscience*
- Knowledge without character*
- Commerce without morality*
- Science without humility*
- Worship without sacrifice*
- Politics without principle*

- Profession – A vocation that meets the following requirements:
 - The members possess a specialized body of knowledge, not easily acquired, accomplished through advanced education or training.
 - The members share a commitment to serving clients and/or the public.
 - The members share a commitment to promoting the common good.
 - The members share a professional creed or code of ethics that effectively holds themselves and their colleagues to a higher standard of behavior than is the norm for other vocations.

Discussion Question #1: In what ways does the vocation of law enforcement meet these criteria? In what ways might it fall short?

Discussion Question #2: Assume that you were given the task of proving that the members of the law enforcement profession actually do try to hold each other to these higher standards of ethical behavior. What evidence or examples could you give to back up that claim?

Unit Four:

“The Corrupt Cop” Video

Discussion Topics:

As you watch the video, record some of your thoughts and ideas for the discussion afterward:

- What do you see as the causes of this officer’s downfall?

- All human actions have consequences. But it has been said that the consequences of ethical misdeeds are like ripples on a pond, spreading outward to affect more and more people. List as many people as you can who were affected by Batsel’s actions.

- Do you think the officer takes full responsibility for his actions? Explain.

“To do injustice is more disgraceful than to suffer it.”
- Plato

- What steps or policies can law enforcement agencies put in place to reduce the risk of their officers doing the kinds of things that Batsel did?

Unit Five:

Personal Attitudes and Ethical Behavior

You may never have considered how much people's attitudes affect their ethical behavior. But consistently going to work with bitter, negative attitudes about yourself, your job, your interpersonal relationships, or your life in general is a pretty accurate predictor that unethical actions and decisions will follow. In this section we will explore some of the root causes of those negative attitudes, as well as some coping skills for getting rid of them.

*"There is only one way for a man to be true to himself. If he does not know what is good, he cannot be true to himself."
- Confucius*

Attitude Stages in the Typical Law Enforcement Officer's Career

1. Idealistic

2. Frustrated

3. Defiant

4. Resigned

5. Aware

6. Decisive

“Not life, but a good life is to be chiefly valued.”
- Socrates

7. Commitment

Note: This attitude scale was originally developed by Donald Osgood to describe stages people go through in any organization. It was adapted for law enforcement professionals by Mike Alexander of the Austin (TX) Police Department.

The instructors comments were adapted from Ethics Applied, Edition 3.0 (Pearson Educational Publishing, 2000.)

Reflection

A. Circle all of the stages that you can remember going through during your career.

1 2 3 4 5 6 7

B. In which stage or stages do you see yourself now?

1 2 3 4 5 6 7

C. What steps could you take now that might help you move on toward more positive attitudes that would allow you to enjoy your job and your life more?

For Group Discussion

1. Other than defiance and resignation, what other negative attitudes do you think are often present in troubled police officers?
2. What steps do you think officers can take to prevent these negative attitudes from forming?

3. What steps would you recommend to a fellow officer who recognized these negative attitudes as being a problem for him/her?

4. What can caring officers do to help a fellow officer who is exhibiting these negative attitudes, but is not yet aware of their presence and destructive potential?

“Tyranny grows from a lack of self-control. Our passions forge our chains.”
 - Jean-Jacques Rousseau

7 Habits of Highly Effective Law Enforcement Officers from Stephen Covey

*from Stephen Covey Law Enforcement Team 1-800-827-1776 x 75137 or e-mail: lawenforcement@franklin.com
 Material used with permission of Franklin Covey as per Law Enforcement Training Coordinator: Preston Luke 801-376-1202 on September 20, 2004.
preston.luke@franklincovey.com*

1. Be proactive _____

2. Begin with the end in mind _____

3. Put first things first _____

4. Think win-win _____

5. Seek first to understand, then to be understood _____

“I have never looked upon ease and happiness as ends in themselves. Such an ethical basis I call more proper for a herd of swine. The ideals which have lighted me on my way, and time and time again have given me new courage to face life cheerfully, have been Truth, Goodness, Beauty.”
 - Albert Einstein

6. Synergize

7. Sharpen the saw

Reflection

A. Which of the 7 Habits do you see as your strengths?

B. In which of the 7 Habits do you think you need the most improvement?

C. Choose the two areas in which you see yourself as needing the most improvement. Write one thing that you could do now to begin making these Habits more a part of your personal character.

“To see what is right and not do it is cowardice.”
 - Confucius

Area needing improvement	One thing you could do now to improve

D. Write your personal mission statement, summarizing who you are, what you believe in and what you stand for.

“Wisdom, compassion and courage – these are the three universally recognized moral qualities of men.”
- Confucius

Chapter Six

Personal Character & Moral Development

When people act unethically, it's almost never because they don't know the right thing to do. They know; they just don't want to do it. In a very real sense, ethics is less about "doing the right thing" than it is about "being the right kind of person." Our ethical behavior is based almost entirely on what kind of ethical character we have developed and how morally mature we are. In this section, we will explore those two areas.

Four Categories of Police Character (Edwin Delattre)

- The Bad Character –

- The Weak Character –

- The Self-Controlled Character –

- The Excellent Character –

*“Wisdom, compassion and courage
– these are the three universally
recognized moral qualities of men.”
- Confucius*

Group Discussion

A. Without naming names or giving identifying information, can you give other examples of officers who seemed to exhibit traits from these different character types?

B. Do you think that people are simply stuck with whatever ethical character they have now or can people improve their personal character?

- If your answer was “simply stuck,” why do you think so?

- If your answer was that people can improve their character, how can they do that?

C. What can departments or agencies do to better identify officers in the less desirable categories? How should agencies deal with officers in the first three categories?

Reflection

Humans are notoriously inconsistent. Most of us have our moments of ethical greatness and others that we're not so proud of. But which of these categories do you think describes you most of the time? What kind of character do you see yourself having?

"The essence of ethics is some level of caring."

- Michael Josephson

If your previous answer was anything less than the "Excellent Character," what steps could you take now to begin improving that and moving toward a higher level of ethical character?

Moral Development

The field of moral development tries to understand how humans develop an understanding of moral right and wrong. This maturation process seems to occur in stages, as do most forms of human growth and development. Several psychologists have produced major theories of moral development, and we don't have time to look at all of them in a course of this nature. The stage system presented below combines the theories of Lawrence Kohlberg and James Rest. These theories measure a person's moral maturity by how the person understands the concept of justice. People in the lower stages tend to think of justice in very childish, immature ways. People in the higher stages tend to have a more mature, abstract conception.

This material can benefit law enforcement professionals in a variety of ways.

1. Understanding how people think tells you a lot about what motivates them, and knowing that can make your job a lot easier. Once you learn these stages, you'll probably find yourself applying them to the diverse mix of people that surround you at work; co-workers, supervisors, and suspects. You'll see why some approaches work better with some people than others. After all, appealing to higher ethical principles won't get you far with a suspect whose understanding of right and wrong is based purely on self-interest.

2. Understanding ourselves is important, too. If you're like most of us, you'll find yourself trying to determine which stage or stages best describe the way you tend to think about ethics. And since most of us fall in the middle stages, you probably won't find yourself in the highest stage. But you will learn what the highest stage is about, and that can motivate you to reach for a higher level of moral understanding than you have now; to grow as a person.

Moral Development – The Video

Stanley Milgram was an American psychologist and a professor at Harvard. In the 1950s he conducted one of the most infamous psychology experiments in American history. He got test subjects to administer electrical shocks to other people just because he told them to. His work opened a lot of people's eyes to the problem of blind obedience to authority figures. Years later, Kohlberg received permission to interview some of the test subjects in Milgram's experiments. Kohlberg wanted to ask these people why they did what they did in the experiment. He knew that their answers justifying their actions would tell him important things about their moral reasoning, and thus their moral development. In this video, you will see a re-enactment of Milgram's experiment and some vignettes representing excerpts of Kohlberg's interviews. The narrator also gives a brief definition of each stage. You are encouraged to follow along in your manual, taking whatever notes you think will help you learn the main idea of each stage.

Stages of Moral Development

Stage One: Punishment and Obedience

In stage 1, individuals tend to think of right and wrong in very immature, childish ways. For Stage 1 children (and adults) the "right thing to do" is to obey authority figures in order to avoid punishment. Thus, obedience to authority is thought of as "right," and actions that lead to punishment are thought of as "wrong." This kind of thinking is normal and appropriate for two year-olds, but not for adolescents and adults, who should have matured to higher stages by this point in life. It's worth noting that many adult and juvenile repeat offenders are probably functioning at this stage. An action is only thought of as "wrong" if the person is caught and punished. Otherwise, there often seem to be no guilty feelings at all. Stage 1 children (and adults) also frequently do not seem to be able to understand that other people have feelings and needs like they do. That might be one reason why these people can seem so callous and uncaring toward those they hurt.

Notes:

Stage Two: What's in it for me?

At Stage 2, individuals think of right and wrong in terms of what works for them. Now, the “right thing to do” is whatever meets the individual’s own needs and interests; what gets him what he wants. Stage 2 persons may be willing to disobey authority and even endure some measure of punishment to get something that is considered to be worth the trouble. It’s also worth noting that Stage 2 people DO generally seem to understand that other people have feelings and needs similar to their own. However, when that recognition is coupled with the strong self-centeredness in this stage, the result is manipulation. I’m willing to meet your needs and interests if it will get me something that I want or need. Stage 2 people, whether children or adults, can often be manipulative.

“Ethics isn’t about obeying rules. It’s about placing an obligation to the human dignity of others before all rules.”
- Darrell Fasching

Notes:

Stage Three: Social Approval

People in this stage tend to be very concerned about what others think of them. The “right thing to do” is understood to be whatever gets social approval; what makes other people like, accept, respect, and admire them. People at this stage desire to be thought of as good people, good parents, good cops, etc. Since Stage 3 people tend to be so dependent on the approval of others, they tend to be very susceptible to the influences of peer pressure. Obviously, this stage is common among adolescents, but Kohlberg noted that many adults never seem to outgrow it.

Notes:

Stage Four: Law and Order

Stage 4 individuals tend to understand that the world is a lot bigger than their own peer groups. They see themselves as being part of a larger community or society. In addition, they seem to feel a personal responsibility to help make this community function well and orderly. Stage 4 people tend to make good law-abiding citizens, obeying the laws and often involved in community and civic organizations. They don't do these things just to be admired by others (Stage three), but out of some feeling of personal responsibility to the community. Stage 4 people tend to think that what's legally right and what's ethically right are the same things. They do not tend to question laws, policies or legitimate authority. Thus, the dark side to stage 4 might be that it can sometimes manifest itself as blind, unquestioning obedience to authorities and rules. Interestingly, Kohlberg noted that the military and law enforcement professions tend to attract people who think this way.

Notes:

Stage Five: The values of the organization/society

Ethical thinking at this level tends to be based on the deepest values, principles, and beliefs of one's society, organization, or profession. Stage 5 people do seem to understand that even legitimate authority figures are not necessarily moral authorities. Thus, Stage 5 people are prone to questioning and challenging authority. For example, a law enforcement officer at stage five could intentionally challenge or break a law or rule that he or she considered wrong or unjust, when measured against the higher moral values and principles of the law enforcement profession or even his or her agency. These values can vary, of course, but often include principles like justice, fairness, and respect for the individual.

Notes:

*"The last temptation's the greatest treason; to do the right deed for the wrong reason."
- T.S. Eliot*

Stage Six: Universal Ethical Principles

This highest stage is where ethics turns more personal. The Stage 6 person understands that even the deepest values and principles of a society or organization are not the ultimate moral authority in themselves. After all, organizations and even societies can have bad value systems. Stage 6 people understand that there exist universal ethical principles and moral rules that apply to all humans, no matter what their organizations believe. (A “universal” principle is one that other rational people, thinking logically, would have to agree is worthy and right.)

Individuals at this stage often have the ability to rise above the values and beliefs of their societies or organizations, sometimes trying to pull the organization, the profession, or even the society itself up to higher levels of ethical thinking. Kohlberg’s examples of Stage 6 people included historical figures such as Martin Luther King, Jr., Gandhi, and Jesus.

Notes:

*“Never do anything against conscience, even if the State demands it.”
- Albert Einstein*

Reflection

In which stage or stages of moral development do you see yourself? Explain.

What actions could you take now to begin moving toward the higher stages?

In what other ways do you think this material on moral development can be useful in the performance of your duties?

“Few are willing to brave the disapproval of their fellows, the censure of their colleagues, the wrath of their society. Moral courage is a rarer commodity than bravery in battle or great intelligence; yet is one essential, vital quality for those who seek to change a world that yields most painfully to change. Each time a person stands up for an idea, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.”

- Robert Kennedy

Moral Development Application Exercise

Your instructor will assign to your group an ethical scenario. Read it carefully, then apply what you’ve learned in this section of the course. How would the main character in the scenario be thinking at each stage of moral development? What do you think he/she would do at each stage?

Stage	How would main character be thinking?	What do you think the main character would do?
1		
2		
3		
4		
5		
6		

Unit Seven: Ethical Decision-Making in Law Enforcement

In this section we will consider two models of ethical decision-making. These models provide a framework for thinking through an ethical problem or dilemma. They are relatively simple to use and easy to remember.

Bell, Book & Candle

By Michael Josephson, Josephson Institute for Ethics

The Bell, Book & Candle Model suggests three questions that you should ask when you are trying to determine whether or not an action is ethical.

Bell – Does this action sound right?

Book – Is this action consistent with official laws, rules and policies?

Candle – How will this action look to others when exposed to the light of day?

*“Do the right thing though the heavens fall.”
- Immanuel Kant*

In the normal course of affairs, you'll ask yourself these questions and no one will know what you're thinking. But just to show you how the process works, we'll do it on paper today. First, consider the ethical decision you are making and list several optional actions you could take. (Always come up with three or more options.) Then, run each option through the Bell, Book & Candle approach. The option with the most positive answers is usually your wisest course of action.

Options	Bell?	Book?	Candle?
Option #1	Yes/No	Yes/No	Good/Not Good
Option #2	Yes/No	Yes/No	Good/Not Good
Option #3	Yes/No	Yes/No	Good/Not Good
Option #4	Yes/No	Yes/No	Good/Not Good

“If you want to know how to live your life, think about what you want people to say about you after you die, and live backward.”
- unknown

The A.S.C.T. Model

This model is actually a modified version of one called the A.C.T. Model, developed originally by the Institute for American and International Law. As you might have already deduced, we've just added a step. The A.S.C.T. Model is a four-step process for ethical decision-making.

1. Consider your Alternatives

2. List the Stakeholders

1. Consider the Consequences of each alternative

“All virtue is summed up in dealing justly with people.” - Aristotle

4. How will you feel about Telling this story?

Again, normally you will think through these steps. But we will work through them on paper today to be sure everyone gets the process. Here’s how it looks.

Alternatives?	Stakeholders affected by this Alternative?	Likely Consequences of this Alternative?	Telling the Story?
#1			
#2			
#3			
#4			

Application Exercise

Your instructor will assign an ethical scenario. Read it carefully, then work in small groups to apply both of these decision-making models. Take your time and work through the steps.

Bell, Book & Candle

“Ethics is not about the way things are. It’s about the way they ought to be.”

- Michael Josephson

Options	Bell?	Book?	Candle?
#1			
#2			
#3			
#4			

A.S.C.T. Model

Alternatives?	Stakeholders of each Alternative?	Consequences of each Alternative?	Telling the Story?
#1			
#2			
#3			
#4			

“Integrity requires us to do the right thing, even when it costs more than we want to pay.”
- Michael Josephson

- Post-Test
- Evaluations and wrap-up

Unit Nine:

Appendix

Scenarios: Moral Development

Scenario #1

Regina Allen is a recent Police Academy graduate, and a brand-new community police officer for the city of Water Valley. Her first partner, trainer, and supervisor is John White, a 10-year veteran of the department. Over the first couple of weeks, Regina noticed that Officer White seemed to be a capable officer and a nice enough guy to work with, but he seemed tight-lipped about his life off-duty. She did learn that he had a wife and children, and that he moonlighted as a security guard, but she didn't know where. One afternoon, after they had worked together for a few weeks, Officer White told Regina that he needed to run by Outlet World, a local strip mall. He said that he needed to see the owner a minute. She accompanied him to the mall office where he introduced her to the owner, Sal Mandro. John asked Regina to wait outside a moment while he spoke to Sal. As she waited, she felt a growing sense of unease. Her instincts told her that something was wrong about Sal. He had asked her how she liked working with "John, my personal cop." A few minutes later, John came out of the office with a thick envelope. His only comment was, "Sal can be a sleaze sometimes, and I don't like some of his friends, but he pays good." Regina didn't think it was her place to say anything, but something didn't feel right.

Conducting quiet research on her own, Regina learned that Sal did not have a record, but the department suspected that he was connected to an organized crime ring in a nearby city. The ring was involved in drug smuggling and distribution, money laundering, and related offenses. Regina was concerned that John was compromising his integrity and perhaps the department by working for Sal. The department policies allowed officers to moonlight on their off-hours, but it was clear that they were not to take jobs that might present a conflict of interest to their responsibilities as officers.

Regina is not sure of what she should do next. Since John is her supervisor and trainer, she is in a very uncomfortable and vulnerable position.

How would Regina be thinking at each of the stages of moral development? What do you think she might do at each stage?

Story contributed by: Keith Goree, Applied Ethics Institute, St. Petersburg College.

Scenario #2

Community Police Officer Chester does a lawful traffic stop on a 1992 red Mustang for violation of speed. He approaches the vehicle and observes a young female driver. The female begins to cry and explain why she was speeding. Officer Chester requests her license and registration, then writes the woman a written warning for the violation. The female driver is relieved in not getting a ticket, and offers Officer Chester a card with her name and phone number. She asked him to call her sometime to go out for a drink.

How would Officer Chester be thinking at each of the stages of moral development? What do you think he might do at each stage?

Story contributed by: Edward Becht, Doug McCarty, and Dean Primavore, Brevard County (FL) Sheriff's Office.

Scenario #3

Trainee Community Police Officer Harrod is just beginning his law enforcement career. He has been assigned to Field Training Officer John Crooks, a ten-year veteran. Their first assignment is to patrol a low-income housing project on the 4pm to midnight shift. While on patrol, FTO Crooks stops the patrol vehicle and performs a citizen contact. Crooks immediately places the citizen against a wall with some force and causes a small cut on the citizen's forehead. After a pat down and search of the citizen, Crooks removes an object from the citizen's pocket and places it into his own. FTO Crooks then releases the citizen and returns to the patrol vehicle. Crooks tells trainee Harrod that the citizen is a friend of his.

How would Officer Harrod be thinking at each of the stages of moral development? What do you think he might do at each stage?

Story contributed by: Scott Armstrong, Pete Huminski, and T. J. Depitta; Brevard County (FL) Sheriff's Office.

Scenario #4

Community Police Officer Daly is assigned to a high-income residential area. One morning she receives a call dealing with

a possible sexual battery of a juvenile by friends. Officer Daly discovers that the victim's father is a public figure of some standing in the community. Daly conducts a fairly routine investigation, and spends about an average amount of time explaining the details and results of his investigation to the victim's parents. In other words, there was no real special treatment. Two weeks later at her home, Officer Daly received a thank-you card from the victim's father. Inside the card was a gift certificate for \$200.

How would Officer Daly be thinking at each of the stages of moral development? What do you think she might do at each stage?

Story contributed by: Deputy Dale Russell, (Hillsborough County Sheriff's Office), Officer Mark Ingram (Lakeland Police Department), Sgt. Karen Pierce (University of South Florida Police Department), Officer Chip Leavine (Florida Game and Fresh Water Fish Commission), and Officer Frank Wassenberg (University of South Florida Police Department).

Scenario #5

Officer Joe is a community police officer for Horizon Point, a retirement community. One July morning he responded to a call in reference to a residential burglary. The victim was an elderly woman named Madge. While taking the report, Joe noticed that Madge's apartment was uncomfortably warm. Madge apologized for the heat, but said that her air conditioner was broken and that she had no money to have it repaired on her fixed and limited income.

Joe happens to supplement his income by doing small repair jobs, including air conditioning. He took a quick look at her A/C unit, and saw the problem immediately. Joe knew that the parts wouldn't be very expensive. Now he is considering offering to come back after his shift is over and working on Madge's A/C. Joe rationalizes that a repair service might cheat Marge out of hundreds of dollars that she cannot afford. He could do it for the cost of parts, plus a minimal fee.

How would Joe be thinking at each of the stages of moral development? What do you think he might do at each stage?

Story Contributed by: Bryan Bice, Melbourne Police Department, Bill Sohl, St. Petersburg Police Department, Mike Gambrell, Largo Police Department, Mark Oenbrink, Cocoa Police Department, Barry Bass, Manatee County Sheriff's Office, William Dixon, Manatee County Sheriff's Office, Bryan Drinkard, Manatee County Sheriff's Office, Mel Williams, Titusville Police Department, Donnie Olmsted, Manatee County Sheriff's Office, Sam Campbell,

Bradenton Police Department, Randy Petroskey, Bradenton Police Department.

Scenario #6

Officer Noll is traveling with a long-time friend (not in law enforcement) to Miami for the annual FSU-Miami football game. The friend is making the hotel arrangements with the understanding that the two of them will split the bill. On the way to the game, the friend informs Officer Smith that the regular room rate is \$200, but the government rate is only \$99. The friend adds that they can get the lower rate if Smith shows his agency ID when they check in. Other rooms in the area are very scarce due to the big game. How would Smith be thinking at each of the stages of moral development? What do you think he might do at each stage?

Story contributed by Connie Shingledecker.

Scenarios: Ethical Decision-Making

Scenario #7

Jim Carson is a community police officer in a lower-class Latino neighborhood of Metropolis. Racial tension in the area has been on the rise. In addition to drugs, prostitution, gang activity and other poverty issues, a new problem is festering. Two weeks ago, an undercover officer attempting to infiltrate a drug ring shot and killed a Latino teenager. The event has driven a wedge between the police department and the community. Mr. Juan Rodriguez, considered to be the most powerful Latino community leader, has been marshalling support; urging his followers to wait for a full investigation, but warning the city to expect an uprising if the officer is not held responsible. This morning, the department announced that its internal investigation had concluded that the officer acted appropriately and in self-defense, clearing him of any wrongdoing. The District Attorney's office announced its agreement. The neighborhood is now on the verge of a racial meltdown.

As Officer Carson was patrolling the area near sunset, he noticed a late-model Cadillac weaving erratically down a residential street. He turned to investigate. A license tag check indicated that the car belonged to Juan Rodriguez. Spotting the police car behind him, the driver tried to speed up, drove up into a yard, and stopped after hitting a tree. When Officer Carson checked, Mr. Rodriguez was uninjured, but clearly intoxicated. Although somewhat disoriented, the community leader insisted that Officer Carson just take him home. "You know if you arrest me, there will be Hell to pay in this neighborhood tonight," he warned. "Take me home now. I'll stay

there tonight and try to calm everybody down tomorrow morning.” Officer Carson has to make a decision and fairly quickly. A few people have gathered to see what is going on, but it will likely turn into a crowd in a matter of minutes. Department policy does give some officers very limited discretion in DUI cases, but Jim knows that this situation would normally call for a breath test, citation, and arrest for DUI. Making an exception in this case might help to calm a dangerous situation. It might also send the wrong message to the community? What should Officer Carson do?

Story contributed by: Keith Goree, Applied Ethics Institute, St. Petersburg College.

Scenario #8

Barnie's got a Gun

Community Police Officer, Andy Taylor, responded to a call about a man walking down Main Street holding a rifle. Upon arriving at the scene, Officer Taylor determined that the man was not pointing the gun at anyone or acting in a threatening manner. The officer confronted the man, Mr. Fife, who explained that he was walking to the pawnshop on the next block to sell the rifle.

Officer Taylor inquired as to how much money Mr. Fife was looking to get for the rifle, and Fife replied that he was asking \$100, but would take \$90. Taylor knew the rifle was worth far more than that and is considering buying the gun himself. The two men are standing a few feet from an ATM. What would be Officer Taylor's wisest course of action?

Story contributed by Officer Chip Wiebe, Melbourne (FL) Police Department.

Scenario #9

What to do About Mrs. Jones...

Terry Booker is a Community Police Officer assigned to Area 2 of the city of Nauticaville. One of the citizens of this area is Mrs. Emily Jones. Mrs. Jones is one of the good guys. She's the Neighborhood Watch Captain, as well as a strong supporter of community policing efforts in her area. She's also a consistent supporter of the Police Benevolent Association, the Friends of Police, and always seems to be there when the Police Department needs donations.

Area 2 citizens have been complaining lately about speeders and stop sign violators. Officer Booker has received a memo

from his supervisors about this problem. The memo noted that Mrs. Jones and other neighborhood leaders have asked for the Department's assistance in this matter. The memo went on to set a "no-discretion" traffic enforcement policy within this community between the hours of 7-9 AM, and 4-6 PM, the hours that seem to be the focus of the complaints. Every violation observed must result in a citation.

At 8 AM on the first day of the new policy's enforcement, Officer Booker pulled over a vehicle for speeding and running a stop sign. When he approached the driver he discovered a very embarrassed Mrs. Jones. She asked him to make an exception based on her involvement with the department. What should Officer Booker do?

Story contributed by: Ron Anderson, John Rodgers, Stan Smith, and Sean Rierdan, Melbourne Police Department, and Jennifer Coulter, Melbourne Village Police Department.

Scenario #10

Officer Don is a ten-year veteran of the police department and has served as a DARE officer for the past three years. He is very friendly and outgoing and is very popular with the school children. Don frequently visits with the kids and plays ball with them before teaching his DARE classes. He finds that some of the kids are interested in collecting baseball cards, one of Don's life-long hobbies. Don begins bringing his collection to school to show the kids. Almost immediately, the kids begin clamoring for Don to trade cards with them. The main purpose of trading cards is to upgrade the quality of your collection, adding new and more valuable cards than you give away. What would be Officer Don's wisest course of action?

Story contributed by: Paul Ring, Clayton Castetter, John Hudgens, Brevard County (FL) Sheriff's Office.

Scenario #11

Community Police Officer Pappas is the part owner of two successful pizzerias. One is located within the jurisdiction of his own city. The other, though located in the same county, is in the jurisdiction of another city about ten miles away. One night, while on duty, the pizza shop in the other jurisdiction called Officer Pappas to let him know that they were out of pizza boxes and needed some immediately. The Officer knew that the other shop had extra boxes, and he wasn't far away from there when he got the call. His break is coming up and he is considering delivering some boxes to the shop in need using his patrol car. What would be Officer Pappas' wisest course of action?

Story contributed by: Sgt. Troy Church (St. Lucie County Sheriff's Office), Officer T.C. Gaige (Pinellas Park Police Department), Officer James Bryant (Largo Police Department), Deputy Kyle Cockream (Hillsborough County Sheriff's Office), and Officer Richard Grimberg (St. Petersburg Police Department).

Scenario #12

Community Police Officer Joe Friday responds to a dispute at an apartment complex. He settles the problem in a professional manner that impresses the apartment complex manager, Mr. Cannon. Cannon offers Officer Friday a rent-free apartment in exchange for services as a security officer exclusively for the complex. The offer includes a pager, and Friday would be expected to respond to residents' requests for security-related problems. His responsibilities would also include patrolling stairwells and grounds at various times. Officer Friday finds the offer appealing. What should he do?

Story contributed by: Louis Brutto, Mark Rixey, and Nick Cabrera (Brevard County (FL) Sheriff's Office), also by Deputies R. Eldridge and L. Flynn (Hillsborough County Sheriff's Office), Officer D. Eubanks (University of South Florida Police Dept.), Officer W. Holmes (Pinellas Park Police Dept.), and Mr. K. McComb (Wimama Citizens Community Council).

Scenario #13

Detective Jones receives a phone call from Willie, a long-time friend and neighbor who is not in law enforcement. Willie asks Detective Jones for a personal favor. He has just spotted a guy who owes him money driving in the neighborhood. He was able to get the license plate number and asks Jones to run the registration to find out the owner's address. Detective Jones knows that this violates department policy, but Willie is a very good friend who has done many favors for Jones over the years. Their families are even planning to vacation together this summer. What should Jones do?

Story contributed by Carol Conry.

**Law Enforcement Code of Conduct
Florida Criminal Justice Standards and Training
Commission, 1997**

**C O N D U C T U N B E C O M I N G A
P O L I C E O F F I C E R**

P U R P O S E

This policy defines conduct unbecoming a police officer. This policy supplements the ethical standards contained in the International Association of Chiefs of Police's Law Enforcement Code of Ethics, a copy of which has been included following this policy.

P O L I C Y

Law enforcement effectiveness depends upon community respect and confidence. Conduct which detracts from this respect and confidence is detrimental to the public interest and should be prohibited. The policy of this Department is to investigate circumstances suggesting an officer has engaged in unbecoming conduct, and impose disciplinary action when appropriate.

S C O P E

This policy applies to all officers of this agency engaged in official duties, whether within or outside of the territorial jurisdiction of this agency. Unless otherwise noted, this policy also applies to off duty conduct as well. Conduct not mentioned under a specific rule, but which violates a general principle is prohibited. This policy is organized into eight principles governing conduct unbecoming an officer. Each principle is followed by the rationale explaining the principle and a set of rules.

Principle One:

Police officers shall conduct themselves, whether on or off duty, in accordance with the Constitution of the United States, the Florida Constitution, and all applicable laws, ordinances and rules enacted or established pursuant to legal authority.

R A T I O N A L E

Police officers conduct their duties pursuant to a grant of limited authority from the community. Therefore, officers must understand the laws defining the scope of their enforcement powers. Police officers may only act in accordance with the powers granted to them.

R U L E S

- Police officers shall not knowingly exceed their authority in the enforcement of the law.
- Police officers shall not knowingly disobey the law or rules of criminal procedure in such areas as interrogation, arrest, detention, searches, seizures, use of informants and preservation of evidence.
- Police officers shall not knowingly restrict the freedom of individuals, whether by arrest or detention, in violation of the Constitutions and laws of the United States and the State of Florida.
- Police officer, whether on or off duty, shall not knowingly commit any criminal offense under any laws of the United States or any state or local jurisdiction in which the officer is present, except where permitted in the performance of duty under proper authority.

Principle Two:

Police officers shall refrain from any conduct in an official capacity that detracts from the public's faith in the integrity of the criminal justice system.

R A T I O N A L E

Community cooperation with the police is a product of its trust that officers will act honestly and with impartiality. The police officer, as the public's initial contact with the criminal justice system, must act in a manner that instills such trust.

R U L E S

- Police officers shall carry out their duties with integrity, fairness and impartiality.
- Police officers shall not knowingly make false accusations of any criminal ordinance, traffic or other law violation. This provision shall not prohibit the use of deception during criminal investigations or interrogations as permitted under law.
- Police officers shall truthfully, completely and impartially report, testify and present evidence, including exculpatory evidence, in all matters of an official nature.

- Police officers shall take no action knowing it will violate the constitutional rights of any person.
- Police officers must obey lawful orders, but must refuse to obey any orders the officer knows would require the officer to commit an illegal act. If in doubt as to the clarity of an order, the officer shall, if feasible, request the issuing officer to clarify the order. An officer refusing to obey an order shall be required to justify his or her actions.
- Police officers learning of conduct or observing conduct which is in violation of any law or policy of this Department shall take necessary action and report the incident to the officer's immediate supervisor, who shall forward the information to the Chief of Police. If the misconduct is committed by the officer's immediate supervisor, the officer shall report the incident to the immediate supervisor's supervisor.

Principle Three:

Police officers shall perform their duties and apply the law impartially and without prejudice or discrimination.

R A T I O N A L E

Law enforcement effectiveness requires public trust and confidence. Diverse communities must have faith in the fairness and impartiality of their police. Police officers must refrain from fostering disharmony in their communities based upon diversity, and perform their duties without regard to race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation or age.

R U L E S

- Police officers shall provide every person in our society with professional, effective and efficient law enforcement services.
- Police officers shall not express, whether by act, omission or statement, prejudice concerning race, color, creed, religion, national origin, sex, and marital status, status with regard to public assistance, disability, sexual orientation or age.
- Police officers shall not allow their law enforcement decisions to be influenced by race, color, creed, religion, national origin, sex, and marital status, status with regard to public assistance, disability, sexual orientation or age.

Principle Four:

Police officers shall not, whether on or off duty, exhibit any conduct which discredits themselves or their Department or otherwise impairs their ability or that of other officers or the Department to provide law enforcement services to the community.

R A T I O N A L E

A police officer's ability to perform his or her duties is dependent upon the respect and confidence communities have for the officer and law enforcement officers in general. Police officers must conduct themselves in a manner consistent with the integrity and trustworthiness expected of them by the public.

R U L E S

- Police officers shall not consume alcoholic beverages or chemical substances while on duty, except as permitted in the performance of official duties, and under no circumstances while in uniform, except as provided for in Rule 4.3 below.
- Police officers shall not consume alcoholic beverages to the extent the officer would be rendered unfit for the officer's next scheduled shift. A police officer shall not report for work with the odor of an alcoholic beverage on the officer's breath.
- Police officers shall not use narcotics, hallucinogens, or other controlled substances except when legally prescribed. When medications are prescribed, the officer shall inquire of the prescribing physician whether the medication will impair the officer in the performance of the officer's duties. The officer shall immediately notify the officer's supervisor if a prescribed medication is likely to impair the officer's performance during the officer's next scheduled shift.
- Police officers, while on duty, shall not commit any act which, as defined under Florida law, constitutes sexual harassment, including but not limited to, making unwelcome sexual advances, requesting sexual favors, engaging in sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature.
- Police officers, while off duty, shall not engage in any conduct which the officer knows, or reasonably should know, constitutes an unwelcome sexual advance or request for sexual favor, or unwelcome sexually motivated physical

contact or other unwelcome verbal or physical conduct or communication of a sexual nature.

- Police officers shall not commit any acts, which, as defined under Florida law, constitute sexual assault or indecent exposure. Sexual assault does not include a frisk or other search done in accordance with proper police procedures.
- Police officers shall not commit any acts which, as defined under Florida law, constitute (1) domestic violence and/or stalking, or (2) the violation of a court order restraining the officer from committing an act of domestic violence, having Contact with the petitioner, or excluding the police officer from the petitioner’s home or workplace.
- Police officers shall not, in the course of performing their duties, engage in any sexual contact or conduct constituting lewd behavior, including but not limited to, showering or receiving a massage in the nude, exposing themselves or otherwise making physical contact with the nude or partially nude body of any person, except as pursuant to a written policy of the Department.
- Police officers shall avoid regular personal associations with persons who are known to engage in criminal activity where such associations will undermine the public trusts and confidence in the officer or Department. This rule does not prohibit those associations that are necessary to the performance of official duties, or where such associations are unavoidable because of the officer’s personal or family relationships.

Principle Five:

Police officers shall treat all members of the public courteously and with respect.

R A T I O N A L E

Police officers are the most visible form of local government. Therefore, police officers must make a positive impression when interacting with the public and each other.

R U L E S

- Police officers shall exercise reasonable courtesy in their dealings with the public, fellow officers, superiors and subordinates.
- No police officer shall ridicule, mock, deride, taunt, belittle,

willfully embarrass, humiliate, or shame any person to do anything reasonably calculated to incite a person to violence.

- Police officers shall promptly advise any inquiring citizen of the Department's complaint procedure, and shall follow the established departmental policy for processing complaints.

Principle Six:

Police officers shall not compromise their integrity, nor that of their Department or profession, by accepting, giving or soliciting any gratuity which could be reasonably interpreted as capable of influencing their official acts or judgements, or by using their status as a police officer for personal, commercial, or political gain.

R A T I O N A L E

For a community to have faith in its police officers, officers must avoid conduct that does or could cast doubt upon the impartiality of the individual officer or the Department.

R U L E S

- Police officers shall not use their official position, identification cards or badges: (1) for personal or financial gain, for themselves or another person; (2) for obtaining privileges not otherwise available to them except in the performance of duty; and (3) for avoiding consequences of unlawful or prohibited actions.
- Police officers shall not lend to another person their identification cards or badges or permit these items to be photographed or reproduced without approval of the Chief of Police.
- Police officers shall refuse favors or gratuities, which could be reasonably interpreted as capable of influencing official acts or judgments.
- Unless required for the performance of official duties, police officers shall not, while on duty, be present at establishments that have the primary purpose of providing sexually oriented adult entertainment. This rule does not prohibit officers from conducting walk-throughs of such establishments as part of regular assigned duties.
- Police officers shall:
 1. not authorize the use of their names, photographs

or titles in a manner that identifies the officer as an employee of this Department in connection with advertisements for any product, commodity or commercial enterprise;

2. maintain a neutral position with regard to the merits of any labor dispute, political protest, or other public demonstration while acting in an official capacity;
3. not make endorsements of political candidates, while on duty, or while wearing the Department's official uniform.

This section does not prohibit officers from expressing their views on existing, proposed or pending criminal justice legislation in their official capacity. None of these rules shall prevent officers from engaging in free expression of political speech in their capacities as private citizens, or the rights of police fraternal or labor organizations to endorse political candidates or express views on political issues or other matters of public concern.

Principle Seven:

Police officers shall not compromise their integrity, not that of their Department or profession, by taking or attempting to influence actions when a conflict of interest exists.

R A T I O N A L E

For the public to maintain its faith in the integrity and impartiality of police officers and their Departments, officers must avoid taking or influencing official actions where the officer's actions would or could conflict with the officer's appropriate responsibilities.

R U L E S

- Police officers shall, unless required by law or policy, refrain from becoming involved in official matters, or influencing actions of other police officers in official matters, impacting the officer's immediate family, relatives, or persons with whom the officer has or has had a significant personal relationship.
- Police officers shall, unless required by law or policy, refrain from acting or influencing official actions of other police officers in official matters impacting persons with whom the officer has or has had a business or employment relationship.
- Police officers shall not use the authority of their position as

police officers, or information available to them due to their status as police officers, for any purpose of personal gain including, but not limited to, initiating or furthering personal and/or intimate interactions of any kind with persons with whom the officer has had contact while on duty.

- Police officers shall not engage in any off duty employment if the position compromises or would reasonably tend to compromise the officer's ability to impartially perform the officer's official duties.

Principle Eight:

Police officers shall observe the confidentiality of information available to them due to their status as police officers.

R A T I O N A L E

Police officers are entrusted with vast amounts of private and personal information, or access thereto. Police officers must maintain the confidentiality of such information to protect the privacy of the subjects of that information, and to maintain public faith in the officer and Department's commitment to preserving such confidences.

R U L E S

- Police officers shall not knowingly violate any legal restriction for the release or dissemination of information.
- Police officers shall not, except in the course of official duties or as required by law, publicly disclose information likely to endanger or embarrass victims, witnesses or complainants.
- Police officers shall not divulge the identity of persons giving confidential information except as required by law or Department policy.

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Florida Regional Community Policing Institute

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