



# Arizona Peace Officer Standards and Training Board

## LESSON PLAN COVER SHEET

<b>COURSE TITLE:</b> Body Worn Cameras Capabilities and Limitations		<b>HOURS:</b> 5
<b>DATE FIRST PREPARED:</b> November 15, 2021	<b>PREPARED BY:</b> Lt. James Ward / Phoenix PD	
<b>DATE REVISED / REVIEWED:</b> (Please Circle one)	<b>BY:</b>	
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<b>DATE REVISED / REVIEWED:</b> (Please Circle one)	<b>BY:</b>	
<b>LIST ANY PREREQUISITES:</b> DNA		
<b>LEAD INSTRUCTOR:</b>	<b>BACK-UP INSTRUCTOR(s):</b>	
<b>APPROVAL NUMBER:</b>		
<b>COURSE DESCRIPTION:</b> <p>This course is designed to prepare civilian police review board members gain a better of understanding of how body-worn cameras (BWC) are being used in law enforcement. Some areas that will be discussed include how the BWC can help Departments improve transparency, building public trust, as well as identifying the limitations of BWC in policing. This course meets the mandatory standard established through Arizona House Bill 2462.</p>		
<b>INSTRUCTOR REFERENCES:</b> <ol style="list-style-type: none"><li>1. Arizona Revised Statutes</li><li>2. City of Phoenix Operations Orders: Response to Resistance (1.5)</li><li>3. Force Science; 10 Limitations of Body Cams you Need to Know for Your Protections <a href="https://www.forcescience.org/2014/10/10-limitations-of-body-cams-you-need-to-know-for-your-protection/">https://www.forcescience.org/2014/10/10-limitations-of-body-cams-you-need-to-know-for-your-protection/</a></li><li>4. Axon; History of BWC Legislation <a href="https://www.axon.com/news/ethics/history-of-body-worn-camera-legislation">https://www.axon.com/news/ethics/history-of-body-worn-camera-legislation</a></li></ol>	<b>TRAINING AIDS, EQUIPMENT, MATERIALS:</b>	
<b>METHOD OF INSTRUCTION:</b> Online or in-person lecture / PowerPoint	<b>PRE-TEST:</b> Yes <u>No</u>	
	<b>POST-TEST:</b> <u>Yes</u> No	

**SUCCESS CRITERIA:**

**PERFORMANCE OBJECTIVES:**

1. Explain the initial focus of BWC legislation
2. Explain transparency?
3. Describe the current climate as it pertains to law enforcement as discussed in class.
4. Identify some of the limitations to body worn cameras.

<b>AGENCY APPROVAL</b>	Name (Type or Print)	Signature	Date
	Title (Type or Print)	Agency Name (Type or Print)	

Dynamics of Use of Force Encounters	Notes:
<p><b>I. INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>A. Instructor Introductions <ul style="list-style-type: none"> <li>1. Instructor Biographies</li> </ul> </li> <li>B. Administrative Issues</li> <li>C. Purpose and Motivator</li> <li>D. Performance Objectives</li> </ul> <p>At the end of this block on instruction, the students will be able to:</p> <ul style="list-style-type: none"> <li>1. Explain the initial focus of BWC legislation</li> <li>2. Explain transparency?</li> <li>3. Describe the current climate as it pertains to law enforcement as discussed in class.</li> <li>4. Identify some of the limitations to body worn cameras.</li> </ul> <p><b>II. History of Legislation</b></p> <ul style="list-style-type: none"> <li>A. Initial BWC's for agencies had no policies or laws governing the use of the material.</li> <li>B. Every state developed and created laws varying from one to the other. <ul style="list-style-type: none"> <li>1. "There is no one policy or nationwide law, but varying guidelines based on a web of state, county, or city laws and regulations. The laws and regulations may be drastically different depending on what part of the country you find yourself in." (Axon)</li> </ul> </li> <li>C. 2014 <ul style="list-style-type: none"> <li>1. Initial legislation focused on the BWC technology <ul style="list-style-type: none"> <li>a. Ultimate goal was to identify best practices and policies</li> </ul> </li> </ul> </li> <li>D. 2015-2016 <ul style="list-style-type: none"> <li>1. Second wave of legislation focused on public access to footage. <ul style="list-style-type: none"> <li>a. Created standardized policies, requiring specific officers to be equipped with cameras</li> <li>b. Legislation is still being fought over evidentiary value vs transparency</li> </ul> </li> </ul> </li> </ul> <p><b>III. Transparency</b></p> <ul style="list-style-type: none"> <li>A. What is transparency? <ul style="list-style-type: none"> <li>1. A way in which law enforcement can provide accurate information quickly to help build public trust and show organizational accountability.</li> </ul> </li> <li>B. Developing public trust <ul style="list-style-type: none"> <li>1. Success of law enforcement is based upon the relationship we have with the community we serve.</li> <li>2. Current Climate <ul style="list-style-type: none"> <li>a. National high-profile incidents</li> <li>b. Perceptions of excessive force</li> <li>c. Historical lack of transparency</li> </ul> </li> <li>3. Road to Success</li> </ul> </li> </ul>	<p>PO #1</p> <p>PO #2</p> <p>PO #3</p>

Dynamics of Use of Force Encounters	Notes:
<p>a. Law Enforcement needs to continue to grow and advance with changing culture and climate.</p> <p>1) Body worn cameras capture officers doing heroic, brave, professional actions thousands of times per day.</p> <p><b>IV. Limitations</b></p> <p>A. A camera cannot track your vision focus.</p> <p>1. What an officer is looking at may be different than what the camera actually records.</p> <p>a. Documentation in incident reports is vital for articulating the totality of the circumstances.</p> <p>B. Suspect actions may not be recorded or be visible from the camera</p> <p>1. i.e. A suspect who brings his hands up may look to be surrendering on camera, but to an experienced officer, that can be a combative movement, signaling his preparation for a fighting attack. The camera only captures the action, not the interpretation.</p> <p>C. Speed of actual event</p> <p>1. The reactionary process must be factored in when viewing an incident. It may appear the officer is keeping pace with the speed of the action as the camera records it. Because of the reactionary curve, an officer may be half a second or more behind the action as it unfolds on screen. Decision making takes time but may not necessarily appear on camera. The viewer may not understand how an officer can unintentionally end up placing rounds in a suspect's back or firing additional shots after the threat has ended.</p> <p>D. Camera may see better in diminished lighting situations</p> <p>E. Objects in camera may be closer than they appear</p> <p>1. Camera focus may appear as if subjects are closer or further away than they are in reality.</p> <p>F. Officers actions are to be judged based on upon the reasonableness standard</p> <p>1. According to US Supreme Court Case Graham vs. Connor, officer's decisions are to be judged without the 20/20 version, but rather based upon what information they knew at the time of the event. Under calm and comfortable conditions, individuals can replay the incident, scrutinizing it for hard-to-see details, even pause it. This disparity can lead to far different conclusions.</p> <p>G. Officers opposition to cameras is often perceived as them trying to cover something up</p> <p>1. The opposition of cameras by officers is often perceived as them trying to cover up misconduct, but rather officers often fear that the camera will be given to much weight in judging the actions from the incident. The problem is that it is only a part of the story. Cameras have limitations and should not be the only sole deciding factor during investigations. Other considerations should still be used such as witness testimony, forensics, and officer's statements to take in the human factor of the incident.</p> <p><b>V. CONCLUSION</b></p> <p>A. Review of Performance Objectives</p>	<p>PO #4</p>

<b>Dynamics of Use of Force Encounters</b>	<b>Notes:</b>
<p>B. At the end of this block on instruction, the students will be able to:</p> <ol style="list-style-type: none"><li>1. Explain the initial focus of BWC legislation</li><li>2. Explain transparency?</li><li>3. Describe the current climate as it pertains to law enforcement as discussed in class.</li><li>4. Identify some of the limitations to body worn cameras.</li></ol> <p>C. Summarize</p> <p>D. Encourage and Reinforce</p> <p>E. Questions?</p> <p><b>***ANY CHANGES TO THIS OUTLINE CONSTITUTES A REVISION AND MUST BE DOCUMENTED AS A NEW LESSON PLAN AND RE-APPROVED. ***</b></p>	