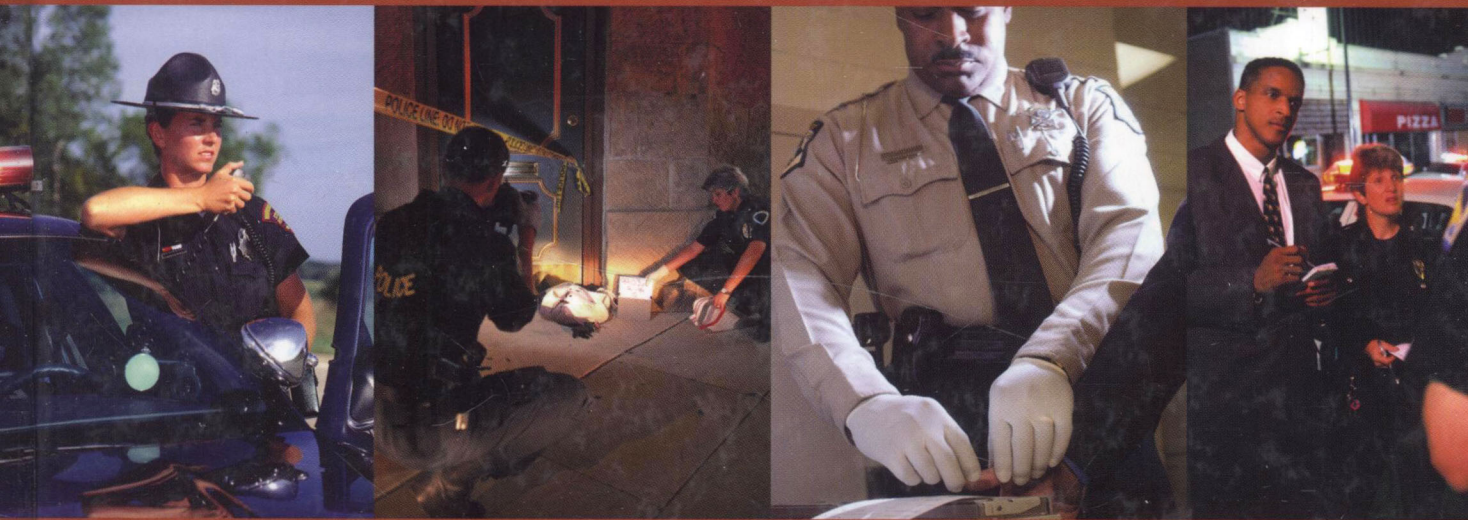


# POLICE OPERATIONS

Theory and Practice

Fifth Edition



Kären Matison Hess  
Christine Hess Orthmann



# Police Operations

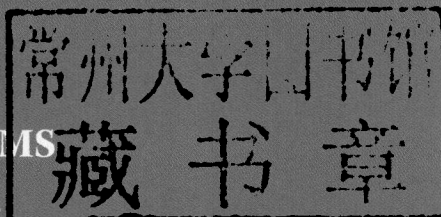
Theory and Practice | Fifth Edition

**Kären Matison Hess, Ph.D.**

Normandale Community College

**Christine Hess Orthmann, MS**

Orthmann Writing and Research, Inc.



With Contributions by **Sgt. Henry Lim Cho**



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**Author(s): Kären Matison Hess,  
Christine Hess Orthmann**

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## **DEDICATION**

Dedicated to the hundreds of thousands of uniformed  
law enforcement officers, past and present, whose  
accomplishments have made such a difference in the quality  
of life in communities throughout the United States, and to  
those who are about to join them.



# FOREWORD

**Donald J. Clough,  
Bloomington Police Department**

*Police Operations* is a well-researched, comprehensive and up-to-date text that covers all major aspects of policing. It deals with what law enforcement leaders and researchers feel are the most critical issues facing law enforcement in the 21st century. A theme running throughout *Police Operations* is that the motivated, professional uniformed officer can make a tremendous difference in how citizens are “served and protected.”

The authors focus attention on what could be rather than on what has been in the past. They emphasize what the police responsibility is, the constitutional and statutory constraints under which police function and how the tasks to be performed can be accomplished responsibly and humanely within these constraints. Relevant landmark Supreme Court cases affecting police operations are presented throughout the text, giving students an understanding of case law and police procedures under varying circumstances.

Students are challenged to apply the information contained in each chapter to application exercises, critical thinking problems, Gale Emergency Services Database assignments, and discussion questions. These exercises, problems and questions underscore the complexity of policing and the need for knowledge, skill and common sense in carrying out police operations. With such a base, police officers of the future will be able to find new ways to deliver police services fairly, equitably and effectively. They can, indeed, reshape approaches to some of the critical problems confronting law enforcement and may become the change agents of the future. The authors are to be congratulated on writing a text that not only covers all the basics of police operations, but does so in a way that students should find both interesting and challenging.

# PREFACE

## PURPOSE

Welcome to *Police Operations, Fifth Edition*. This text is *not* an introduction to law enforcement and the criminal justice system. It is intended to describe what police officers do and why. Therefore, it is short on theory and long on practical application, presenting the fundamentals of what policing is all about.

The basic reason modern society has police departments is summarized in the classic statement of police sociologist Egon Bittner\*: “Something-ought-not-to-be-happening—about-which-something-ought-to-be-done-NOW!” This text goes beyond this reactive approach (which will always be an important and unavoidable part of policing), however, by also incorporating the techniques of proactive policing. Proactive policing is perhaps best illustrated in *community policing*, in which law enforcement partners with the citizens and organizations in a community to make the community safer for all. For such partnerships to work, law enforcement agencies must have carefully thought-through policies and procedures for dealing with crime and violence, both reactively and proactively. Community policing also emphasizes the need for individual officers on the street to be creative in their approaches to problems and to work with citizens as they solve these problems.

## ORGANIZATION OF THE TEXT

The first section of *Police Operations* discusses the basics behind effective police operations, including the context in which services are provided and the skills required to provide these services (Chapter 1). Law enforcement officers must be thoroughly familiar with the citizens they are sworn to “serve and protect” (Chapter 2) as well as with the constitutional restraints within which they must operate (Chapter 3). They must be proficient in communication skills as well as in the numerous profession-specific skills required in law enforcement: conducting stops and frisks, making arrests, searching crime scenes and suspects, investigating crimes and assisting victims.

Section II discusses basic police operations, including patrol (Chapter 4); traffic (Chapter 5); crime, disorder and quality-of-life issues (Chapter 6); violence—domestic, school and workplace (Chapter 7); emergencies (Chapter 8); and homeland security (Chapter 9). The third section presents specialized police operations such as those performed by detectives in investigating crimes (Chapter 10), juvenile officers (Chapter 11) and officers who deal with gangs and drugs (Chapter 12). The final section discusses the personal side of law enforcement—what officers need to know about maintaining their physical and emotional well-being so they can continue in their chosen profession (Chapter 13) and what they need to know about protecting themselves from being sued and about acting legally and ethically (Chapter 14).

---

\*From “Florence Nightingale in Pursuit of Willie Sutton: A Theory of Police,” in *The Potential for Reform of Criminal Justice*, edited by H. Jacob. Beverly Hills, CA: Sage, 1974, p.30.



## NEW TO THIS EDITION

The Fifth Edition has updated all statistics and references, with most of the more than 500 new references having been published after 2006. New to this edition is inclusion of selected relevant standards from the Commission for the Accreditation of Law Enforcement Agencies (CALEA). Also new throughout the revised edition are insights from Sgt. Henry Cho, a Rosemount (Minnesota) police officer, reflecting practical, applied information. In addition, the following changes have been made:

### Chapter 1 • Police Operations in Context

- ▶ An introduction to the Commission for Law Enforcement Agencies (CALEA)
- ▶ An overview of contemporary police operations
- ▶ Characteristics of the four generations of officers now found in many departments
- ▶ Advances in technology in police operations
- ▶ Geo-policing
- ▶ The impact of the economic downturn and abandoned homes

### Chapter 2 • Communication

- ▶ Updated content on wireless communications technology
- ▶ Added material on law enforcement databases
- ▶ Expanded discussion on interoperability issues
- ▶ Increased coverage of NG9-1-1
- ▶ New content on language barriers and challenges (translators, cultural views of police, etc.)
- ▶ Expanded content on effective interviewing/interrogating
- ▶ Building rapport
- ▶ New section: The Certified Forensic Interviewer Program
- ▶ More thorough discussion of interrogating without *Mirandizing* and the issue of beachheading, or questioning first (*Missouri v. Seibert*, 2004)
- ▶ New content on detecting deception

### Chapter 3 • Operational Skills: Performing within the Law

- ▶ New cases on arrests/seizures: *Brendlin v. California* (2007), *Georgia v. Randolph* (2006), *Hudson v. Michigan* (2006), *Scott v. Harris* (2007), *Virginia v. Moore* (2008).
- ▶ Expanded discussion on Exclusionary Rule
- ▶ New content on Verbal Judo
- ▶ New material on use-of-force continuums
- ▶ Increased discussion on knock and announce laws
- ▶ More detailed coverage of handcuffing
- ▶ Expanded discussion on less-lethal weapons
- ▶ Importance of written reports on use of force
- ▶ 10-point quiz on excessive force

## Chapter 4 • Patrol

- ▶ Although the organizational contradiction of the status of patrol was discussed in previous editions, the realization of patrol's importance has overcome the supposed hierarchical barriers of the past. It is now commonly accepted in the law enforcement culture that patrol is the most important part of a police agency and is its backbone.
- ▶ Expanded discussion on foot patrol
- ▶ New data on assigned versus pooled vehicles
- ▶ Updated content on GPS/GIS

## Chapter 5 • Traffic

- ▶ Added content on uniform visibility for traffic detail
- ▶ Expanded content on automated license plate recognition (ALPR) technology
- ▶ Updated material on seat belt laws
- ▶ Updated discussion of speeding and traffic calming measures
- ▶ New material on illegal street racing
- ▶ New and updated material on DUI/DWI stops
- ▶ New data on automated citations and e-ticketing
- ▶ Expanded discussion regarding racial profiling and the Racial Profiling Data Collection Center
- ▶ New coverage of foot pursuits and vehicle pursuits
- ▶ Updated information on pursuit policies and national data
- ▶ Discussed new case: *Scott v. Harris* (2007) and pursuit liability
- ▶ Discussed Electronic Emergency Response Management System (E2RMS)
- ▶ Updated discussion on crash management, response and investigation/reconstruction
- ▶ New material on the National Highway Traffic Safety Administration (NHTSA)'s Safe Communities program, sponsored by the U.S. Department of Transportation
- ▶ New material on the Area Traffic Officer (ATO) Program

## Chapter 6 • Crime, Disorder and Quality-of-Life Issues

- ▶ New and expanded content on technology to assist crime analysis: crime mapping, hot spot enforcement, geographic information systems (GIS), global positioning systems (GPS), CompStat
- ▶ Added discussion on issues related to disseminating crime information to the public
- ▶ Updated material on responding to crime-related calls: theft, identity theft, patrolling motels, drive-by shootings
- ▶ New content on challenges posed by immigration and the relationship to crime
- ▶ New discussion on responding to calls involving disorder and quality-of-life issues: panhandling, prostitution, problem bars, homeless, mentally ill
- ▶ New coverage on responding to civil disobedience: protests, demonstrations, mass gatherings
- ▶ Expanded discussion on responding to crisis situations: hostage situations, suicidal persons, including suicide by cop (SBC) and officer suicides



## **Chapter 7 • Violence**

- ▶ Expanded discussion on risk factors for domestic violence victimization
- ▶ Expanded content on intimate partner violence (IPV)
- ▶ Inserted material on theories about why men batter
- ▶ New content on teen dating violence
- ▶ Expanded coverage on enhancing police response to domestic violence
- ▶ New content regarding mandatory versus discretionary arrest laws
- ▶ GPS tracking of abusers
- ▶ Moved bulk of content on child abuse/maltreatment and Internet crimes against children to Chapter 11
- ▶ Updated and revised content on elder abuse: warning signs, research findings, risk factors and the police response
- ▶ Expanded discussion on school resource officers (SROs) and campus police, including Clery Act requirements
- ▶ New and expanded material on bullying
- ▶ Updated statistics on workplace violence, types of workplace violence and the law enforcement response to such violence

## **Chapter 8 • Emergency Situations**

- ▶ New material on the Department of Homeland Security (DHS)'s recommendations for emergency planning and preparedness
- ▶ Added information on the Federal Emergency Management Agency (FEMA) and the Emergency Management Assistance Compact (EMAC)
- ▶ Expanded discussion of the National Incident Management System (NIMS)
- ▶ Updated content on how to deal with the media during emergencies
- ▶ Added content on dealing with hazmat incidents, critical infrastructure failure (e.g., bridge collapses) and pandemics

## **Chapter 9 • Terrorism: Homeland Security**

- ▶ Thoroughly updated throughout—new statistics, new stories of attacks and attempts, new technologies and techniques to combat terrorism
- ▶ Renewal of the USA PATRIOT Act
- ▶ Key lessons learned from the attacks in Mumbai, India
- ▶ New figure and tables: National Infrastructure Protection Plan (NIPP) Risk Management Framework

## **Chapter 10 • Criminal Investigation**

- ▶ New material on classification of evidence (four types)
- ▶ New discussion on the state of the national forensic science system and the need for changes and upgrades to the system and process
- ▶ Expanded content on crime analysis
- ▶ New material on digital and electronic evidence
- ▶ New material on microstamping (gun identification technology)
- ▶ Added criminal vehicular homicide

- ▶ Added myths and truths about serial killers
- ▶ Added to and updated discussion on fraud and white-collar crime

## **Chapter 11 • Responding to Children and Juveniles**

- ▶ Moved content on child abuse/maltreatment from Chapter 7 to here
- ▶ Expanded discussion on Internet crimes against children, including coverage of Innocent Images National Initiative (IINI)
- ▶ New material on Child Abduction Response Team (CART)
- ▶ Added to discussion on truancy
- ▶ New content regarding confidentiality versus openness of juvenile cases, records and proceedings

## **Chapter 12 • Gangs and Drugs**

- ▶ Added to discussions on female and hybrid gangs
- ▶ New figure on gang signs and symbols
- ▶ Enhanced table on criminal organizations to reflect emerging gangs in the United States: MS-13, Sureños, Norteños, Hmong gangs, Somali gangs, and so on.
- ▶ Expanded discussions on identifying gang members, gang units and gang task forces
- ▶ New content on the Office of Juvenile Justice and Delinquency Prevention (OJJDP)'s Comprehensive Gang Model and Gang Reduction Program, the G.R.E.A.T. Program, and combating the "Stop Snitching Code of Silence"
- ▶ Greatly enhanced section on the growing threat of Mexican Drug Trafficking Organizations (DTOs) crossing our borders
- ▶ New material on field testing of drugs and investigative/technological aids
- ▶ Updated information on undercover drug operations
- ▶ Modified discussion on dealing with meth labs
- ▶ New content on asset forfeitures
- ▶ New section on what the research says regarding effective drug interventions

## **Chapter 13 • Physical and Mental Health Issues**

- ▶ Updated information about fitness for duty
- ▶ New content about the threat of methicillin-resistant *Staphylococcus aureus* (MRSA) infection
- ▶ New inclusion of the FBI's *Handbook of Forensic Services* precautions for infection control
- ▶ Expanded discussion on guarding against mental stress and balancing the job with other aspects of officer life
- ▶ New discussion on fatigue and the effects of sleep deprivation on officer safety
- ▶ Added content to posttraumatic stress disorder (PTSD) discussion on post-event memory loss

## **Chapter 14 • Liability and Ethics**

- ▶ Expanded discussion on use-of-force reports, also called subject management or response-to-resistance reports
- ▶ Expanded content on ethics and discretion in police decision making
- ▶ Added the International Association of Chiefs of Police (IACP) oath of honor
- ▶ Added research findings on the prevalence of a police code of silence
- ▶ New discussion on the ethical issues involved in professional courtesy



## HOW TO USE THIS TEXT (PEDAGOGICAL AIDS)

*Police Operations* is more than a text. It is a learning experience requiring *your* active participation to obtain the best results. You will get the most out of the text if you first familiarize yourself with the total scope of law enforcement: read and think about the subjects listed in the Contents. Then follow five steps for each chapter to get *triple-strength learning*.

### Triple-Strength Learning

1. Read the objectives at the beginning of each chapter, stated in the form of “Do You Know” questions. This is your *first* exposure to the key concepts of the text. The following is an example of this format:
  - What police operations are and what they include?
2. Review the key terms and think about their meaning in the context of law enforcement.
3. Read the chapter, underlining or taking notes if that is your preferred study style. Pay special attention to all information within the highlighted areas. This is your *second* exposure to the chapter’s key concepts. The following is an example of this format:



**Police operations** refers to activities conducted in the field by law enforcement officers as they “serve and protect,” including patrol, traffic, investigation and general calls for service.

The key concepts of each chapter are emphasized in this manner. Also pay attention to all words in bold print. All key terms will be in bold print when they are first defined.

4. Read the summary carefully. This will be your *third* exposure to the key concepts. By now, you should have internalized the information.
5. To make sure you have learned the information, when you have finished reading a chapter, reread the list of objectives given at the beginning of that chapter to make certain you can answer each question. If you find yourself stumped, find the appropriate material in the chapter and review it. Often these questions will be used as essay questions during testing.
6. Review the key terms to be certain you can define each. These also are frequently used as test items.

**A NOTE:** This text is designed to give you *triple-strength learning* if you (1) think about the questions at the beginning of the chapter before you read, (2) read the chapter thoughtfully for in-depth answers to these questions and then (3) read and reread the summary. Do not misinterpret triple-strength learning to mean you need only focus on three elements—the “Do You Know” items, highlighted boxes and summaries—to master the chapter. You are also responsible for reading and understanding the material that surrounds these basics—the “meat” around the bones, so to speak. The summaries are intended as a *review*, not as shortcuts or replacements to reading the entire chapter. If you read only the summaries, or focus only on the highlighted key concepts, you are not likely to understand or recall the content. Remember, your livelihood and your life is on the line in this demanding and rewarding profession. Begin your habits of self-discipline now.

## EXPLORING FURTHER

The text also provides an opportunity for you to apply what you have learned or to go into specific areas in greater depth. To further strengthen your learning experience, the text includes discussion questions, application exercises in which you create policies and procedures related to the content of each chapter, and critical thinking exercises. Professional law enforcement officers should be able to create reasonable, legal, ethical and effective policies and procedures for the most common situations encountered in law enforcement. In addition, they should be able to approach each situation as a unique experience, perhaps requiring a more creative approach. Law enforcement officers must have good critical thinking skills. It is the intent of this text to provide a balance of both.

Finally, each chapter contains Gale Emergency Services database assignments allowing you to go into greater depth in areas of interest to you. Do as many of these assignments as your time permits.

Good reading and learning!

## ANCILLARIES

To further enhance your study of law enforcement and criminal justice, several supplements are available:

### Instructor Support Materials:

- ▶ The Instructor's Resource Manual to accompany this text includes detailed chapter outlines, chapter summaries, key terms reviews, class activity suggestions, and a test bank with a full answer key
- ▶ Instructor materials available on the companion Web site include *new* PowerPoint® lecture slides, a computerized test bank and an electronic version of the Instructor's Resource manual.

### Student Materials:

- ▶ The **companion website** for this text provides students with access to chapter-by-chapter critical thinking questions. **New to this edition** are Internet exercises, tutorial chapter quizzes and Web links.
- ▶ **The Criminal Justice Resource Center** <http://cj.wadsworth.com>—This Web site's "Discipline Resources" section contains links to popular criminal justice sites, Supreme Court updates, and more.

### Additional Resources Available:

- ▶ **Careers in Criminal Justice Website** [academic.cengage.com/criminaljustice/careers](http://academic.cengage.com/criminaljustice/careers)—This unique Web site helps students investigate the criminal justice career choices that are right for them with the help of several important tools.
- ▶ **Cengage Learning Video Library**—This library includes compelling videos from *Court TV* and *A&E* featuring provocative one-hour court cases to illustrate seminal and high-profile cases in depth. Contact your Cengage Learning representative for a complete listing of videos.
- ▶ **Crime Scenes 2.0: Interactive Criminal Justice CD-ROM**—An interactive CD-ROM featuring six vignettes allowing you to play various roles as you explore all aspects of the criminal justice system.
- ▶ **Careers in Criminal Justice and Related Fields: From Internship to Promotion, Sixth Edition**—This book provides specific information on many criminal justice professions, helpful tips on resumes and cover letters, and practical advice on interview techniques.



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First, we would like to acknowledge Henry M. Wroblewski (1922–2007), the original lead author for the first two editions of this text. Henry was the coordinator of the Law Enforcement Program at Normandale Community College as well as a respected author, lecturer, consultant and expert witness with 30 years of experience in law enforcement and security. He was also the Dean of Instruction for the Institute for Professional Development and a graduate of the FBI Academy. Other Cengage texts Wroblewski contributed to were *Introduction to Law Enforcement and Criminal Justice* and *Private Security*. He is very much missed.

We would also like to thank Waldo Asp for creating the *Exercises in Critical Thinking* found at the end of each chapter. We would like to thank the reviewers for the Fifth Edition: Irl R. (Chris) Carmean, Houston Community College; Steven B. Carter, Kaplan College; Richard H. Martin, Auburn University–Montgomery; and Jay Zumbrun, Community College of Baltimore County. Thanks are also due to the reviewers of the original manuscript and previous editions for their careful reading and constructive suggestions: James S. Albritton, Marquette University; Becky Allen, Minot State University; David Barlow, University of Wisconsin–Milwaukee; Michael B. Blankenship, Memphis State University; William D. Braddock, Boise State University; Laura Brooks, University of Maryland; David L. Carter, Michigan State University; Robert Ives, Rock Valley College (Illinois); David A. Kramer, Bergen Community College; Floyd W. Liley, Jr., Mansfield University; Neal W. Lippold, Waubesa Community College; Steven Livernois, SUNY–Canton; Jeff Magers, Stephen F. Austin State University; James Malcolm, College of Lake County; James L. Massey, Northern Illinois University; Donald McLean, Oakland Community College; Joe Morris, Northwestern State University; James E. Newman, Rio Hondo Community College–Police Academy (California); James T. Nichols, Tompkins Cortland Community College; Tom O’Connor, North Carolina Wesleyan University; Jerald L. Plant, Milwaukee Area Technical College; Carroll S. Price, Penn Valley Community College; Chester L. Quarles, University of Mississippi; James Sewell, Florida Department of Law Enforcement; Sandra M. Hall Smith, Indiana University Northwest; B. Grant Stitt, University of Nevada at Reno; and Gary W. Tucker, Sinclair Community College. Any errors in the text are, however, the sole responsibility of the coauthors.

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# ABOUT THE AUTHORS

## ABOUT THE AUTHORS

**Kären Matison Hess, Ph.D.**, has written extensively in the field of law enforcement and conducts seminars on communication in law enforcement. She was a member of the English department at Normandale Community College and president of the Institute for Professional Development. Dr. Hess is a graduate of the University of Minnesota, where she concentrated on educational psychology and instructional design.

Other Cengage texts Dr. Hess has coauthored are *Community Policing: Partnerships for Problem Solving*, Fifth Edition; *Criminal Investigation*, Ninth Edition; *Criminal Procedure; Introduction to Law Enforcement and Criminal Justice*, Ninth Edition; *Juvenile Justice*, Fifth Edition; *Management and Supervision in Law Enforcement*, Fourth Edition; *Private Security*, Fifth Edition; and *Careers in Criminal Justice and Related Fields: From Internship to Promotion*, Sixth Edition.

Dr. Hess is a member of the Academy of Criminal Justice Sciences, the American Association of University Women, the American Correctional Association, the American Society for Industrial Security, the American Society of Criminologists, the International Association of Chiefs of Police, the Minnesota Association of Chiefs of Police, the Police Executive Research Forum and the Text and Academic Authors Association, which has named her to their Council of Fellows. She is also a member of the TAA Foundation board of directors.

**Christine Hess Orthmann, M.S.**, has been writing and researching in various aspects of criminal justice for over 20 years. She is a coauthor of *Corrections for the Twenty-First Century* and *Criminal Investigation*, Ninth Edition, as well as a major contributor to *Introduction to Law Enforcement and Criminal Justice*, Ninth Edition; *Constitutional Law*, Fifth Edition; *Community Policing: Partnerships for Problem Solving*, Fifth Edition; and *Juvenile Justice*, Fifth Edition. Orthmann is a member of the Text and Academic Authors Association (TAA) and the Academy of Criminal Justice Sciences (ACJS), as well as a reserve officer with the Rosemount (Minnesota) Police Department.

## ABOUT THE CONTRIBUTOR

**Henry Lim Cho** holds an M.A. in Human Services with an emphasis on Criminal Justice Leadership from Concordia University–St. Paul, Minnesota. He has worked in the field of criminal justice for more than 10 years, having held positions in private security and as a community service officer, police officer and detective. He currently holds the rank of Sergeant with the Rosemount (Minnesota) Police Department. Sgt. Cho has experience as a use-of-force instructor and a crime scene investigator. His professional memberships include the Minnesota Police and Peace Officer's Association, International Association of Identification–Minnesota Chapter, Minnesota Sex Crimes Investigator Association, High Technology Crime Investigation Association, National White Collar Crime Center, and Fraternal Order of Police. Sgt. Cho has been published in the *Minnesota Police Journal* and has appeared as a featured profile contributor in *Introduction to Law Enforcement and Criminal Justice*, Ninth Edition, by Kären M. Hess.

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