This bibliography was compiled to highlight the literature on police training for police managers who are interested in expanding or improving their training programs. Following a section that describes how to obtain the documents, citations are presented in three sections. The first section, Overview of Police Training, contains citations related to general issues involved in police training and descriptions of training programs both in the U.S. and abroad. Section 2, Training Approaches, provides descriptions of specific approaches, including modular programs, laboratory training, use of closed-circuit television, workshops, and other innovations. The final section, Training Evaluation, cites documents related to measures of effective training and evaluations of specific programs and program types. In addition to bibliographic information, each citation includes a brief description of the document and gives availability information and the sponsoring agency where appropriate. The appendix presents a graphic summary of police training in each state. (LRA)
POLICE TRAINING

A Selected Bibliography

Compiled by
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Supervising Editor

National Criminal Justice Reference Service

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U.S. Department of Justice
National Institute of Justice
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Introduction

The training of police officers has been the subject of considerable attention in recent years. The growing sophistication of the general public with regard to educational objectives and methodology has been matched by similar trends in the community of law enforcement professionals.

Most considerations of police training begin with an analysis of the role and tasks required of our law enforcement officers. The next stage in planning involves setting goals for particular training programs. Once the goals have been set, the most effective approach to attaining these goals must be identified. And, as in any other program planning, the final stage involves evaluation— assessing whether the program effectively achieves its goals.

This bibliography has been compiled to highlight the literature on police training for police managers who are interested in expanding or improving their training programs. The citations are presented in three sections:

- **Overview of Police Training.** The general issues involved in police training and descriptions of training programs both in the United States and abroad.
- **Training Approaches.** Descriptions of specific approaches, including modular programs, laboratory training, use of closed-circuit television, workshops, and other innovations.
- **Training Evaluation.** Measures of effective training and evaluations of specific programs and program types.

The Appendix presents a graphic summary of police training: the results of a survey conducted by the National Association of State Directors of Law Enforcement Training in 1979.

In addition to the types of materials included in this Selected Bibliography, the NCJRS collection contains a wealth of course materials—textbooks, handbooks, training manuals, the IACP training keys, and audiovisual presentations. Information about course materials may be obtained by contacting NCJRS. All of the materials cited in this bibliography have been selected from the NCJRS data base and information about how to obtain the documents may be found on the following page.
How To Obtain These Documents

The documents in this bibliography are part of the National Criminal Justice Reference Service (NCJRS) collection and are available to the public in the NCJRS Reading Room on weekdays between 9 a.m. and 5 p.m. The NCJRS Reading Room is located in Suite 211, 1015 20th Street, NW., Washington, DC.

For researchers who prefer to obtain personal copies, a sales source is identified whenever possible. For periodical literature, there are several potential sources of reprints: Original Article Tear Sheet Service (Institute for Scientific Information, 325 Chestnut Street, Philadelphia, PA 19106) and University Microfilms International (Article Reprint Department, 300 North Zeeb Road, Ann Arbor, MI 48106). Document availability changes over time and NCJRS cannot guarantee continued availability from publishers and distributors.

In addition to the following frequently cited sources, many of the documents may be found in public and organizational libraries.

Documents From GPO

The letters "GPO" after a citation indicate that copies may be purchased from the Government Printing Office. Inquiries about availability and cost should include stock number and title and be addressed to:

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Documents From NTIS

The letters "NTIS" after a citation indicate that copies may be purchased from the National Technical Information Service. Inquiries about availability and cost should include publication number and title and be addressed to:

National Technical Information Service
5285 Port Royal Road
Springfield, VA 22161

Microfiche From NCJRS

The designation "NCJRS Microfiche Program" indicates that a free microfiche copy of the document is available from NCJRS. Microfiche is a 4 x 6-inch sheet of film that contains the reduced images of up to 98 pages of text. Because the image is reduced 24 times, a microfiche reader (available at most public and academic libraries) is essential to read microfiche documents. Requests for microfiche should include the title and NCJ number and be addressed to:

NCJRS Microfiche Program
Box 6000
Rockville, MD 20850

Loan Documents From NCJRS

Most of these documents may be borrowed from the National Criminal Justice Reference Service on interlibrary loan. Documents are not loaned directly to individuals. To borrow documents from NCJRS, specify the title and NCJ number and ask your librarian to submit a standard interlibrary loan form to:

NCJRS Document Loan Program
Box 6000
Rockville, MD 20850

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POLICE TRAINING
OVERVIEW OF POLICE TRAINING


Social work or interactive aspects of the police role, with proposal for a training program designed to equip police for more effective performance of this role. The authors present a job analysis and discuss training objectives, including the traits, knowledge and skills required to be effective in the social work role of the police. In order to specify the means of meeting these objectives, characteristics of police applicants are reviewed. This section discusses some of the common psychometric measurement techniques used to study the police. The final material considers available training methods and comments on performance evaluation. Training is delivered in the classroom, in T-groups, encounter groups, and sensitivity training, role playing, dramatizations, and on the job training.

The authors conclude with a fourteen point recommendation on police selection and training. Included are tables indicating activities involved in a Patrolman's duties and in his social role, tables on testing and measurement, and a profile of the police personality.


This paper examines the problems, philosophies, and practices in police recruiting, selection, training, and manpower wastage (resignations and retirement) in six European countries and compares them with Great Britain; the countries studied were Belgium, Denmark, France, Germany, Holland, and Italy. Specific topics of comparison included recruitment, selection procedures, direct entry into officer ranks, general factors affecting recruitment, initial training, higher training, and manpower wastage. Materials were gathered for this study through visits made to the countries by members of the Senior Command Course given at the police college at Bramshill (England).

Availability: NCJRS Microfiche Program.


Kansas Law Enforcement Professional Training Programs are designed to reach many law enforcers. A wide range of subjects are offered by police experts and social scientists from the various disciplines with built in methods to evaluate the programs. Areas covered are recruit training, school of criminal investigation, police administration in riot control, traffic accident investigation, school of police, police administration seminar, school of police organization and management, sheriff's orientation school, police supervision and management school. Questionnaire responses to each course are offered. Included are results of training needs.

Sponsoring Agency: U.S. Department of Justice Law Enforcement Assistance Administration.


Actual incidents are used to illustrate what happens when a police recruit is hired and trained, handles his first arrest, is called upon to deal with family crisis situations, and rises in rank. This textbook is an outgrowth of a course in 'The Sociology of the Police Occupation' and includes much material from the actual experiences of the students. The effects of a police man's personality on his work are examined in chapters on 'The Enforcers,' 'The Idealists,' 'The Realists,' and 'The Optimists.' Changes in police training are examined, and ways suggested to use formal and informal training to emphasize positive qualities. Police relationships with citizens, especially children, elderly persons, and special groups, are changing; the need for training in interpersonal relationships is emphasized. Officers also need access to community facilities to help them handle family crises and other situations which are increasingly becoming police matters. Changing the police organization to give more support to individual officers, to attract better recruits, and to give officers more of a role in determining policy is discussed. Advantages and problems of the move toward greater professionalism, with its emphasis on education, are noted. Appendixes contain discussion questions; sum-
OVERVIEW OF POLICE TRAINING

Maries of the Map, Miranda, and Escobedo Supreme Court decisions, and a bibliography.

Availability: GENERAL LEARNING PRESS, 250 JAMES STREET, MONTGOMERY, AL 36105.


This report was prepared in response to a request from the Maine Criminal Justice Academy for technical assistance in designing a police inservice training program for the area. The most direct means of resolving the inservice training vacuum is related to funding. Funds must be provided to two classes of recipients: the Maine Criminal Justice Academy, and the police forces at the county and municipal levels of government. The report also discusses mandating inservice training. The mechanics of inservice training, who should be trained inservice, inservice courses, location of classes, delivery techniques, and certifying should be trained inservice, inservice courses, location of classes, delivery techniques, and certifying and projecting the program, among others.

Availability: NCJRS MICROFICHE PROGRAM.


The issue of whether it is necessary to establish standards for police officer selection is addressed, and reasons for the establishment of state-mandated standards are summarized. The National Advisory Commission on Criminal Justice Standards and Goals recommends that all states should have legislation which establishes a state commission empowered to develop and enforce minimum mandatory standards for the selection of police officers. Other organizations that advocate the establishment of minimum mandatory standards include the president's commission on law enforcement and the administration of justice, the advisory commission on intergovernmental relations, and the national council on crime and delinquency. Most discussion about mandated standards centers on training requirements as opposed to mandated selection standards. In most states, minimum mandatory standards for police officer selection are needed. Ohio is used as an example to illustrate the lack of uniformity and standardization in the selection process. Recommendations to aid in the establishment of standards offered focus on development and enactment, content and issues, enforcement, and basic training followed by probation. Five reasons are listed to support the case for state-mandated minimum police selection standards: (1) most police departments are small and do not have appropriate selection methods; (2) many police departments are not covered by state civil service requirements or similar binding statutes; (3) the state has a vested interest in and an obligation to provide adequate safety and protection for citizens; (4) the state generally bestows its "enforcement authority on sworn law officers; and (5) mandated standards may reduce civil suits and allegations of discrimina-

Availability: NCJRS MICROFICHE PROGRAM.


Results of a survey conducted to determine the needs for advanced and in-service training for Ohio law enforcement officers to determine if needs differ by department size of jurisdiction, and to determine optimum course length. In this study, all of the Ohio law enforcement agencies were surveyed, and in addition, the prosecutors and some courts were questioned. Fifty hundred fifty-nine surveys, 40 percent of the total, were completed and returned for inclusion in the tabulated results. Nearly two-thirds of the respondents, including both county, and township jurisdictions, indicated that advanced training needs were not currently being met. The needs most often identified by all departments regardless of size of jurisdiction were report writing, preparing and presenting a case, and the law of search and seizure. Small departments with less than 5 men also expressed great need for training in care and defensive tactics and firearms while large departments of 101 or more men also indicated a great


This report examines the need for a physical fitness standard for police officers, which considers job-related injuries, situational demands, and the physical performance of San Jose policemen. Four on-the-street police work tasks which occur with substantial frequency are studied using situational analysis. In each case, a discussion of variables presents those factors which help to ascertain the outcome of the situation. In addition, 523 individual cases of on-the-job situations in which San Jose police officers were injured while performing a wide range of physical work tasks are studied, analyzed, and classified. Specific variables are identified and their relationship to various work tasks noted and discussed. The physical fitness level of city police personnel at the time of the study was also assessed, using an stratified sample of 58 police officers. Three categories of physical performance tasks were administered: laboratory tests, standard fitness tests, and typical police tasks. It was concluded that there were a number of men on the police force who were clearly unfit and should begin a fitness program. The need for a minimum performance requirement is discussed and fitness standards in police task simulation tests are established. A ten-week physical training program for police cadets is outlined, including curriculum and lesson plans, and physical fitness standards for police personnel are recommended. Researchers suggest that physical standards are necessary for uniformed police, applicants, cadets, and beat officers. Injuries are clearly related to the performance of physical tasks during the course of police work, and that there were police officers on the job whose physical fitness levels fell below those of the average American. A 44-item bibliography is provided. The appendix contains a description of and general information on police simulation tests, a list of 164 critical moment (physical) tasks identified by San Jose police officers, and copies of police officer accident and injury report forms.

Availability: NCJRS MICROFICHE PROGRAM.
OVERVIEW OF POLICE TRAINING

NEED FOR TRAINING IN DEFENSIVE DRIVING MOST OFTEN PREFERRED TO HAVE ACADEMY COURSE. OFFERINGS OF ONE WEEK WITH TWO WEEKS BEING FREQUENTLY SUGGESTED AS THE IDEAL LENGTH FOR A TRAINING SEMINAR. CONSIDERABLE DATA WERE DEVELOPED BY THE SURVEY ARE DISPLAYED IN AN APPENDIX TO THIS REPORT (AUTHOR ABSTRACT MODIFIED).

9. B. HAMILTON and R. J. MACCORMACK. "FOR LAW ENFORCEMENT TRAINING IN NEW YORK STATE, V. 2—SURVEY, ANALYSIS, EVALUATION AND RECOMMENDATIONS." DETROIT NEWS, 615 LAFAYETTE BOULEVARD, DETROIT MI 48231 259 p. NCI-50122


Sponsoring Agencies: NEW YORK STATE DIVISION OF CRIMINAL JUSTICE SERVICES, EXECUTIVE PARK TOWER, STUYVESANT PLAZA, ALBANY NY 12203; JUSTICE SERVICES, EXECUTIVE PARK TOWER, STUYVESANT PLAZA, ALBANY NY 12203; THE NEW YORK STATE DIVISION OF CRIMINAL JUSTICE SERVICES, EXECUTIVE PARK TOWER, STUYVESANT PLAZA, ALBANY NY 12203; THE NEW YORK STATE DIVISION OF CRIMINAL JUSTICE SERVICES, EXECUTIVE PARK TOWER, STUYVESANT PLAZA, ALBANY NY 12203; THE NEW YORK STATE DIVISION OF CRIMINAL JUSTICE SERVICES, EXECUTIVE PARK TOWER, STUYVESANT PLAZA, ALBANY NY 12203.

Availability: JOHN WILEY AND SONS, 605 THIRD AVENUE, NEW YORK NY 10018


SOCIOLOGICAL ANALYSIS OF POLICE RECRUITS, THEIR INSTRUCTORS, AND POLICE WORK. THE AUTHOR'S PARTICIPATION IN A POLICE TRAINING ACADEMY CLASS, richard harris has formulated a socio-

LOGICAL ANALYSIS OF POLICE RECRUITS, THEIR INSTRUCTORS, AND POLICE WORK IN GENERAL THE ANALYSIS CONCENTRATES ON THE RELATION OF POLICE TRAINING TO POLICE OFFICER PROFESSIONALIZATION. THE FINDINGS INDICATE A SIGNIFICANT CAUSAL RELATIONSHIP BETWEEN THESE SOCIOLOGICAL FACTORS AND THE SOLIDARITY AND GROUP PERSONALITY WHICH POLICEMEN DEMONSTRATE IN ALL AREAS OF POLICE WORK. THE AUTHOR FINDS SERIOUS IDEOLOGICAL DISCREPANCIES BETWEEN ACADEMY TRAINING AND IN THE FIELD POLICE WORK WHICH CAUSE CONFUSION FOR POLICE OFFICERS OVER THEIR PROPER SELF IMAGE; THE EFFICIENCY AND RELEVANCE OF THEIR ORGANIZATION, AND THE GENERAL POLICE ROLE. HARRIS CONCLUDES WITH SOME SPECIFIC RECOMMENDATIONS CONCERNING THE PROCESS AND STRUCTURE OF POLICE TRAINING. LECTURES AND TECHNICAL COURSES SHOULD BE REPLACED WITH DISCUSSION SESSIONS AND TRAINING ASSIGNMENTS THAT BRING UP IMPORTANT CONTEMPORARY SOCIETAL ISSUES. POLICE DEPARTMENTS SHOULD COMMIT THEMSELVES TO PROVIDING MORE TIME, MONEY, AND PERSONNEL TO THEIR TRAINING PROGRAMS, AND DURING HIS PROBATION PERIOD THE RECRUIT SHOULD RECEIVE ADDITIONAL, STRUCTURED PRACTICAL TRAINING FROM HAND-PICKED SUPERVISORY PATROLMEN.

Sponsoring Agency: US PRESIDENT'S COMMISSION ON LAW ENFORCEMENT AND ADMINISTRATION OF JUSTICE.


A GENERAL OVERVIEW OF POLICE CADET PROGRAMS, THEIR ADVANTAGES AND DISADVANTAGES, TRAINING GOALS, AND INHERENT PROBLEMS OF SUCH PROGRAMS. AN INDUCTION SYSTEM FOR CADET UTILIZATION IS DEVELOPED. THIS PROGRAM PROVIDES POSSIBLE CANDIDATES FOR POLICE SERVICE, WITH GENERAL EXPOSURE TO POLICE WORK, BUT NOT SPECIFIC TRAINING OF A CADET SYSTEM THE APPLICATION OF THE MANPOWER DEVELOPMENT TRAINING ACT TO POLICE RECRUITMENT AND TRAINING PROGRAMS IS EXPLAINED, AND SPECIAL REFERENCE IS MADE TO A PROGRAM INSTITUTED IN CONJUNCTION WITH THE NEW YORK CITY POLICE DEPARTMENT. THE AUTHOR OFFERS A RATIONALE FOR REDUCING THE ENTRANCE LEVEL, MINIMUM AGE RESTRICTION FROM 21 TO 18.

Sponsoring Agency: US PRESIDENT'S COMMISSION ON LAW ENFORCEMENT AND ADMINISTRATION OF JUSTICE.


OVERVIEW OF POLICE TRAINING

ATION OF TRAINING THROUGHOUT THE OFFICER'S CAREER AS FOUND PARTICULARLY IN ONE OF THE PROGRAMS STUDIED. THE METHODS USED BY THE VARIOUS TRAINING PROGRAMS IN PLANNING, DEVELOPING, AND IMPLEMENTING THE CURRICULUM, CHANGES RELATED TO AN OPEN-ENDED FORM LETTER SENT TO A REPRESENTATIVE SAMPLING OF MUNICIPAL POLICE FORCES. THE FORM WAS DIVIDED INTO THREE AREAS—RECRUIT TRAINING, INSERVICE SPECIAL TRAINING, AND OUTSIDE TRAINING FACILITIES. INFORMATION WAS ALSO POLICED ON SOURCES OF TRAINING, TRAINING PROCEDURE, STANDARDS AND SELECTION PROCEDURE, COURSE CONTENT AND HOURS INVOLVED, INSTRUCTORS, AND PARTICIPATION PER ANNUM. OVERALL RESPONSE WAS 71 PERCENT. A NARRATIVE SUMMARY OF THESE RESULTS IS FIRST PROVIDED. IN GENERAL, THE SMALLER AGENCIES WERE FOUND TO RELY ON OUTSIDE AGENCIES FOR TRAINING. CHARTS INDICATING RESPONSES FOR EACH AGENCY ARE PROVIDED. BRIEF DESCRIPTIONS OF CANADIAN TRAINING CENTERS AND THE CURRICULA OF THESE CENTERS ARE INCLUDED. MINIMUM STANDARDS FOR POLICE SELECTION ARE INDICATED AS WELL. A COMPREHENSIVE INVENTORY OF PRE-EMPLOYMENT, CONCURRENCE AND SPECIALIZED POLICE TRAINING PROGRAMS SPONSORED BY COMMUNITY COLLEGES IS GIVEN. FINALLY, UNIVERSITY LAW ENFORCEMENT PROGRAMS ARE LISTED.

Availability: NCJRS MICROFICHE PROGRAM.


POLICING TECHNIQUES IN SEVERAL DISTRICTS WERE STUDIED IN AN EFFORT TO DETERMINE THE ADEQUACY OF POLICE TRAINING METHODS IN RELATION TO ACTUAL POLICE WORK IN THE NETHERLANDS. THE STUDY WAS INITIATED IN RESPONSE TO DISSATISFACTION WITH POLICE WORK, ESPECIALLY IN THE AREAS OF CRIME SOLVING, PUBLIC ORDER MAINTENANCE, AND POLICE COMMUNITY RELATIONS. OBSERVERS REPRESENTING A COMPREHENSIVE INVENTORY OF PRE-EMPLOYMENT, CONCURRENCE AND SPECIALIZED POLICE TRAINING PROGRAMS SPONSORED BY COMMUNITY COLLEGES IS GIVEN. FINALLY, UNIVER SITY LAW ENFORCEMENT PROGRAMS ARE LISTED.

Availability: NCJRS MICROFICHE PROGRAM.


THE OPINIONS AND ATTITUDES OF RECRUITS AND NEW POLICE OFFICERS TOWARD THEIR JOBS AND THEIR TRAINING ARE ASSESSED AS PART OF AN EVALUATION OF BASIC POLICE TRAINING IN HOLLAND. HOLLAND'S MUNICIPAL AND NATIONAL POLICE ARE TRAINED SEPARATELY, BUT THE SAME CURRICULUM IS USED BY BOTH FORCES. TRAINING LASTS 1 YEAR AND STRESS ES KNOWLEDGE OF THE PENAL LAW AND THE LIMITS OF POLICE POWER, SPEAKING AND WRITING ABILITY, PHYSICAL CONDITION, INTERACTION SKILLS IN POLICE-CITIZEN ENCOUNTERS, UNDERSTANDING OF SOCIAL PROBLEMS, AND RECOGNITION OF DIFFERENT VALUE SYSTEMS. TRAINING IN DIFFERENT VALUE SYSTEMS OF THE 10 BASIC TRAINING SCHOOLS PARTICIPATED IN THE EVALUATION, IN WHICH QUESTIONNAIRES WERE ADMINISTERED TO 356 RECRUITS ON THEIR FIRST DAY OF TRAINING, TO 216 OTHER RECRUITS AT THE END OF TRAINING, AND AGAIN TO THE SECOND GROUP AFTER THEY HAD BEEN ON THE JOB FOR 7 TO 10 MONTHS. THE NEW RECRUITS AND TRAINED RECRUITS GENERALLY HELD SIMILAR VIEWS ON JOB MOTIVATION, REQUIREMENTS, AND EXPECTATIONS. AN INDICATION THAT RECRUITS ENTER POLICE SCHOOL WITH A FAIRLY REALISTIC ATTITUDE. FACTORS CONTRIBUTING TO THIS ATTITUDE MAY INCLUDE: (1) THE FACT THAT MANY RECRUITS HAVE RELATIVES ON THE FORCE; (2) THE TENDENCY OF RECRUITS TO GIVE CONSIDERABLE THOUGHT TO THEIR CHOICE OF PROFESSION; AND (3) POLICE INFORMATION, RECRUITING, AND ADMISSION POLICIES. TRAINING APPEARS TO HAVE RELATIVELY LITTLE EFFECT ON THE VIEWS OF RECRUITS, ALTHOUGH TRAINED RECRUITS TEND TO SEE POLICE WORK AS MORE DIVERSE AND MORE DIFFICULT THEN DO NEW RECRUITS. TRAINED RECRUITS ALSO TEND TO VIEW THEIR POWERS AS MORE LIMITED THAN THEY EXPECTED AS NEW RECRUITS. HOWEVER, ONCE THEY BEGIN PATROL DUTIES, THE NEW OFFICERS FIND THEY ACTUALLY HAVE MORE DISCRETIONARY POWER THAN THEIR TRAINING IMPLIED AND ARE CRITICAL OF THE TRAINING PROGRAM'S FAILURE TO PREPARE THEM TO EXERCISE DISCRETION. THE TRAINING PROGRAM APPEARS NOT TO PREPARE RECRUITS TO ACCEPT THEIR SERVICE ROLE AS WELL AS THEIR CRIME-FIGHTING AND ORDER MAINTENANCE ROLES. IN ADDITION, NEW OFFICERS FEEL INADEQUATELY PREPARED FOR THEIR EXTENSIVE PEACE-KEEPING CONTACTS WITH ETHNIC MINORITIES, DRUG ABUSERS, ALCOHOLICS, AND JUVENILES. SUPPORTING DATA ARE INCLUDED.

Availability: NCJRS MICROFICHE PROGRAM.
TRAINING

MENTS, EXEMPTIONS AND WAIVERS, AND PROVISIONS FOR REMBURSEMENT OF TRAINING EXPENSES INFORMATION IS ALSO PROVIDED ON THE COUNCIL OR AGENCY IN EACH STATE RESPONSIBLE FOR ADMINISTERING AND OVERSEEING COMPLIANCE WITH TRAINING REQUIREMENTS AND ON THE POWERS GRANTED TO THESE COUNCILS.

Supporting Information: NATIONAL SCIENCE FOUNDATION, 1800 G STREET, NW, WASHINGTON DC 20550.
Availability: NCJRS MICROFICHE PROGRAM

17. J. L. KUYKENDALL, TOWARD AN INTEGRATED-PROFESSIONAL MODEL OF ADMINISTRATION OF JUSTICE EDUCATION. CALIFORNIA PEACE OFFICERS ASSOCIATION, 800 FORUM BUILDING, SACRAMENTO CA 95814 JOURNAL OF CALIFORNIA LAW ENFORCEMENT, V 10, N 3 (JANUARY 1976), P 103-109 NCJ-34335

THIS PAPER REVIEWS THE PREVIOUS EFFORTS REGARDING THE IDENTIFICATION OF CURRICULUM MODELS FOR LAW ENFORCEMENT BASED ON FEATURES OF THESE MODELS. A NEW CURRICULUM MODEL CALLED THE INTEGRATED-PROFESSIONAL MODEL IS OUTLINED SYNTHETIZING THE CURRICULUM MODELS FOUND IN LAW ENFORCEMENT EDUCATION LITERATURE. THE AUTHOR PROPOSES FIVE BASIC CURRICULUM TYPES: TECHNICAL, INTEGRATED, PROFESSIONAL, MIXED PROFESSIONAL, STUDIES. AND THE CURRICULUM Types RANGE FROM PURELY TECHNICAL TO PURELY ABSTRACT INSTRUCTION. THE INTEGRATED PROFESSIONAL MODEL, CONSIDERED TO BE THE MOST APPROPRIATE FOR LAW ENFORCEMENT BY THE AUTHOR, INVOLVES INSTRUCTION IN BOTH THEORETICAL AND PRACTICAL ASPECTS OF LAW ENFORCEMENT. THE OBJECTIVES OF THIS CURRICULUM MODEL ARE LISTED, AND A DETAILED OUTLINE OF THE COURSES AND LEVELS APPROPRIATE FOR THIS TYPE OF CURRICULUM IS PROVIDED.


Supplemental Notes: UNPUBLISHED DISSERTATION
Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106.
OVERVIEW OF POLICE TRAINING

DEMONSTRATED THAT CONSIDERATION OF THE BASIC INTELLIGENCE OF THE RECRUIT AND A SYSTEMATIC TRAINING PROGRAM ARE ESSENTIAL, YET THEY HAVE BEEN NEGLECTED. POLICE COMMUNICATIONS ARE DISCUSSED, WITH THE IMPORTANCE OF A MODEL SIGNAL NETWORK TO EFFECTIVE POLICE WORK THROUGH RAPID COMMUNICATION. POLICE CAN BE ADVISED OF THE COMMISSION OF A CRIME, DETAILS OF THE OFFENDER, AND WHERE TO CONCENTRATE IN THE INVESTIGATION. KEEPING UNIFORM AND ACCURATE RECORDS IS ESSENTIAL TO THE INVESTIGATION OF INDIVIDUAL CASES AS WELL AS THE FORMATION OF POLICE STRATEGY AND EXPRESSION OF THE POLICY OF THE DEPARTMENT. SOME EFFECTS OF INADEQUATE RECORD-KEEPING IN DIFFERENT CITIES ARE POINTED OUT. PREVENTION OF CRIME AS A NEWLY RECOGNIZED OBLIGATION OF THE POLICEMAN IS DISCUSSED. THE PLACE OF THE WOMAN POLICE OFFICER IS PRESENTED IN RELATION TO HER DISTINCTIVE CONTRIBUTION TO CRIME PREVENTION. THE PROBLEM OF THE JUVENILE DELINQUENT IS ALSO CONSIDERED. VARIOUS POLICE JURISDICTIONS (STATE AND MUNICIPAL), THEIR CONTACTS WITH EACH OTHER, AND THEIR RELATION TO THE CONTROL OF CRIME ARE DISCUSSED. LIMITATIONS AND ADVANTAGES OF LOCAL POLICE ARE EXPLORED, AND EMPHASIS IS PLACED UPON THE NEED FOR A STATE AND NATIONAL CLEARINGHOUSE FOR POLICE INFORMATION.

Supplemental Notes: PATTERSON SMITH REPRINT SERIES IN CRIMINOLOGY, LAW ENFORCEMENT, AND SOCIAL PROBLEMS.

Availability: PATTERSON SMITH, 23 PROSPECT TERRACE, MONTCLAIR NJ 07042.


NCJ-10858

SUGGESTIONS FOR OVERALL IMPROVEMENT IN DELIVERY OF POLICE SERVICES FOR GREATER PROTECTION AGAINST CRIME. THE NATIONAL ADVISORY COMMISSION ON CRIMINAL JUSTICE STANDARDS AND GOALS CONSIDERS THE PATROLMAN THE PRIMARY FORCE IN REDUCING AND PREVENTING CRIME AND THE US DIRECTS ITS REPORT RECOMMENDATIONS TOWARD INCREASING POLICE EFFECTIVENESS. SUGGESTIONS FOR IMPROVEMENTS IN POLICE FUNCTIONS ARE PRESENTED IN THE AREAS OF WORKING WITH THE COMMUNITY, PLANNING AND ORGANIZATION, TECHNOLOGY AND SUPPORT SERVICES, FISCAL MANAGEMENT, AND COORDINATION WITH OTHER CRIMINAL JUSTICE AGENCIES. THESE PROPOSALS APPEAR IN THE FORM OF MORE THAN 120 SPECIFIC STANDARDS AND RECOMMENDATIONS THAT SPELL OUT WHERE, WHY, AND HOW THESE IMPROVEMENTS CAN AND SHOULD BE MADE IN THE POLICE SEGMENT OF THE CRIMINAL JUSTICE SYSTEM. REPORT ON POLICE IS A REFERENCE WORK FOR THE PRACTITIONER—PATROLMAN TO POLICE CHIEF AS WELL AS FOR THE INTERESTED LAYMAN. BEFORE IMPLEMENTING ANY OF THE CHANGES ADVOCATED, POLICE DEPARTMENTS ARE ADVISED TO DETAIL THE LEGAL LIMITS OF POLICE AUTHORITY AND DEVELOP GUIDELINES FOR THE EXERCISE OF THAT AUTHORITY. IN ORDER TO IMPROVE COOPERATION BETWEEN THE POLICE AND THE COMMUNITY, IT IS SUGGESTED THAT POLICE AGENCIES ESTABLISH A SPECIALIZED UNIT FOR MAINTAINING COMMUNICATION WITH CITIZENS. EACH POLICE DEPARTMENT SHOULD ENCOURAGE AND PARTICIPATE IN NEIGHBORHOOD SECURITY PROGRAMS AND ESTABLISH PROCEDURES TO FACILITATE PROCESSING OF COMPLAINTS. SUGGESTIONS FOR MORE EFFECTIVE UTILIZATION OF MANPOWER INCLUDE CONTINUED CONSOLIDATION, STRicter PERSONNEL REQUIREMENTS, INCREASED EMPLOYEE BENEFITS, AND THE EMPLOYMENT OF MORE WOMEN, MINORITIES, AND CIVILIANS IN POLICE WORK.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: SUPERINTENDENT OF DOCUMENTS GPO—PHILADELPHIA, PUBLIC DOCUMENTS DISTRIBUTION CENTER, 575 TAYLOR AVE., PHILADELPHIA, PA 19120. Stock Order No. 2700-00178. NTIS Accession No. PB 230 029/AS. NCJRS MICROFICHE PROGRAM.


NCJ-43742

FEDERAL, STATE, LOCAL, AND PRIVATE COLLEGE AND UNIVERSITY CRIMINAL JUSTICE PROGRAMS ARE EXAMINED IN DETAIL IN THIS TWO-PART STUDY: STRENGTHS, WEAKNESSES, AND RECOMMENDATIONS FOR IMPROVEMENT ARE GIVEN FOR EACH, AS A RESULT OF A MASSIVE INFUSION OF FEDERAL FUNDS, CRIMINAL JUSTICE EDUCATION HAS INCREASED TENFOLD BETWEEN 1965 AND 1975, FROM APPROXIMATELY 125 COLLEGE AND UNIVERSITY COURSES TO 1,245. IN ADDITION, INDIVIDUAL POLICE DEPARTMENT TRAINING PROGRAMS HAVE MULTIPLIED. THE FEDERAL BUREAU OF INVESTIGATION HAS EXPANDED ITS TECHNICAL TRAINING PROGRAMS FOR LOCAL POLICE. MANY STATES' RUN TRAINING PROGRAMS FOR SMALLER DEPARTMENTS. THIS RAPID EXPANSION HAS BROUGHT A VARIETY OF PROBLEMS, INCLUDING LACK OF DIRECTION FOR THE ACADEMIC PROGRAMS, A LACK OF ATTENTION TO MANAGEMENT DEVELOPMENT, FOR POLICE SUPERVISORS, AND UNCERTAIN STANDARDS FOR ACCREDITATION. AN OVERVIEW OF CURRENT PROGRAMS FOR AN ASSOCIATE DEGREE, A BACHELOR'S DEGREE, AND A GRADUATE DEGREE IN CRIMINAL JUSTICE IS PRESENTED. OTHER PROGRAMS SURVEYED INCLUDE THE LAW ENFORCEMENT EDUCATION PROGRAM, MANAGEMENT TRAINING AND EDUCATION PROGRAMS, THE VARIOUS FBI COURSES, LAW ENFORCEMENT ACADEMIES (WITH A CHART SHOWING DISTRIBUTION BY STATE), LAW SCHOOL CRIMINAL JUSTICE EDUCATION, AND PROFESSIONAL EDUCATION IN CORRECTIONS. IT IS CONCLUDED THAT LAW SCHOOLS GIVE INADEQUATE Emphasis TO CRIMINAL LAW AND PROCEDURES. CRIMINAL LAW AND RELATED CRIMINAL JUSTICE PROGRAMS ACCOUNTED FOR ABOUT 6 PERCENT OF NONSECONDARY COURSES AND 3 PERCENT OF SEMINAR COURSES. LAW SCHOOLS IN 1975 CONTINUED LEGAL EDUCATION AS THE MAIN SOURCE OF TRAINING FOR CRIMINAL LAWYERS, JUDGES, AND PROSECUTORS. A SIMILAR SITUATION EXISTS IN CORRECTIONS. VERY few SCHOOLS OFFER MORE THAN TEN COURSES IN CRIMINOLOGY AND ONLY ABOUT 4 TO 5 PERCENT OF CORRECTIONS WORKERS HAVE BEEN WELL-TRAINED IN SOCIAL WORK. GREATER EFFORTS NEED TO BE MADE TO PROVIDE IN-SERVICE EDUCATION TO UPGRADE THE TRAINING OF CORRECTIONS PERSONNEL FOR OTHER VOLUMES IN THIS MANPOWER SURVEY SEE NCJ-43738-V. 1 'SUMMARY REPORT.' NCJ-43739-V. 2 'LAW ENFORCEMENT.' NCJ-43740-V. 3 'CORRECTIONS.' NCJ-43741-V. 4 'THE COURTS;' AND NCJ-43743-V. 6 'CRIMINAL JUSTICE MANPOWER PLANNING.'

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: GPO Stock Order No. 067-000-00683-9. NCJRS MICROFICHE PROGRAM.


NCJ-43740

THIS SURVEY OF PRESENT AND FUTURE EMPLOYMENT TRENDS IN STATE AND LOCAL POLICE PROTECTION AGENCIES FINDS THAT POLICE EMPLOYMENT WILL INCREASE, BUT MORE SLOWLY THAN IN THE EARLY 1970'S, AND THAT TRAINING GAPS STILL
A STUDY ASSESSING PERSONNEL RESOURCES, TRAINING, AND HIGHEREDUCATION FOR CRIMINAL JUSTICE personnel needs and resources. The employment of sworn officers, and state and county agencies will increase more rapidly than local departments. Recruitment of women and minority persons and their employment in nonroutine jobs continues to be a problem at present, 13 percent of recruits belong to minority groups, a figure which should be 18 percent to compare to their representation in the general population. Women comprise about 3 percent of all police officers and are concentrated in clerical and juvenile work. This report recommends more specific training for recruits, greater training for line officers who become supervisors, areas of needed inservice training, and better recruitment and personnel policies. Tables present employment and training data collected by this survey. A summary of effects of police expenditures on crime and clearance rates is included in the study. For related volumes in this series, see NCJ-43729, v. 1; summary report: NCJ-43740, v. 3. "Corrections:" NCJ-43741, v. 4; "Courts:" NCJ-43742, v. 5, two parts—criminal justice education and training. Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION. Availability: GPO Stock Order No. 027-000-00660-4; NCJRS MICROFICHE PROGRAM.


A study assessing personnel resources, training, and educational requirements in the field of law enforcement and criminal justice is summarized along with procedures for use in manpower planning. The national manpower survey of the criminal justice system was conducted in response to a requirement included in the 1973 amendments to the Safe Streets Act which provided for a survey of existing and future personnel needs in the field of law enforcement and criminal justice and of the adequacy of federal, state, and local programs to meet such needs. The study incorporates findings based on an extensive data collection program including comprehensive questionnaire surveys of about 8,000 state and local agencies, mail surveys of over 1,600 state and appellate courts, and over 250 law enforcement academies; an analysis of the results of a 1975 census survey of nearly 50,000 employees of state and local law enforcement and criminal justice agencies; and field visits to more than 250 agencies and training on educational institutions. Existing personnel, needs and resources, the employment outlook, personnel recruitment and retention, higher-education for criminal justice personnel, training for law enforcement and correctional occupations, management training and education, and professional education and training for judicial personnel. Recommendations and qualifications are briefly discussed, highlighting findings and recommendations. Some of the major priorities recommended include the following: educational assistance programs under the LEAP program should be shifted from a general objective of upgrading of ACOEMEDIC education of line law enforcement and correctional personnel to a more selective, quality-oriented program, designed to improve competencies of managerial-level personnel, and of professional staffs in planning, research, evaluation, and education. Training assistance programs should concentrate on correcting existing major quantitative and/or qualitative deficiencies, including emphasis on management training, on assistance for smaller agencies, and on enrichment of existing training for line law enforcement and correctional officers. A positive organizational commitment to criminal justice manpower planning should be made, as a necessary condition for improving the long-range effectiveness of assistance programs for manpower development at both the national and state levels. See also NCJ-43739-43743 and 43760.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION. Availability: GPO Stock Order No. 027-000-00642-6; NCJRS MICROFICHE PROGRAM.

25. J. M. NICKERSON. MUNICIPAL POLICE IN MAINE. A STUDY OF SELECTED PERSONNEL PRACTICES WITH EMPHASIS ON RECRUIT SELECTION AND TRAINING. UNIVERSITY OF MAINE. 341 p. 1969. NCJ-000711

Personnel and training practices among all Maine municipal police departments, having at least one full-time paid employee, were studied aspects of personnel administration, working conditions, fringe benefits, and employee performance evaluation were explored. Recruitment, examinations, placement and probation, employee training and considerations in the tortious acts of the police were examined. Programs for improving the quality of police personnel and training were examined. Recommendations were made to enable the Maine municipal police training council to plan and develop a state-wide system for establishment and administration of selection and training standards for municipal law enforcement officers. Local and state legislative bodies should find the recommendations valuable in enacting legislation on police personnel and/or training matters. The recommendations, though not all inclusive, may aid police departments in internal planning and management. (Author abstract modified)


Significant actions by the states, federal commissions, and national organizations in regard to requirements and recommendations for police entry-level training are chronicled starting in 1931. Tables are presented which show the number of police recruit training programs and the number of agencies participating in them, by region and, by state, the number of total hours required and the number of hours required in each subject. Availability: NCJRS MICROFICHE PROGRAM.
27. N. E. POMRENKE. POLICE MANAGEMENT TRAINING IN EIGHT SOUTHERN STATES. UNIVERSITY OF NORTH CAROLINA. 143 p. 1977. NCJ-000582


Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.


VARIOUS MEANS OF IMPROVING THE QUALITY AND QUANTITY OF LAW ENFORCEMENT PERSONNEL ARE CONSIDERED AT LOCAL AND FEDERAL LEVELS. THE AUTHOR DELINATES THE ROLE OF THE POLICE IN TODAY'S SOCIETY. THE POLICE MANPOWER SHORTAGE IS EXAMINED, FOCUSING ON THE PROBLEMS OF QUALITY AND QUANTITY. WAYS TO ATTRACT AND RETAIN PERSONS WITH THE QUALITIES AND SKILLS NEEDED BY A MODERN POLICE FORCE ARE SUGGESTED. THE TYPES OF EDUCATION AND TRAINING NECESSARY FOR EFFECTIVE LAW ENFORCEMENT ARE DISCUSSED, INCLUDING SUCH PROGRAMS AS COLLEGE LEVEL EDUCATION, RECRUIT TRAINING, AND INSERVICE TRAINING SCHEMES. RECOMMENDATIONS FOR SPECIFIC PROGRAMS TO MEET THIS NATIONAL MANPOWER PROBLEM ARE GIVEN. (AUTHOR ABSTRACT)

Supplemental Notes: HV6143.526.

Availability: BROOKINGS INSTITUTION, 1775 MASSACHUSETTS AVENUE, NW, WASHINGTON DC 20036.


EARLY PROGRAMS FOR POLICE DOMESTIC CRISIS INTERVENTION TRAINING ARE EXAMINED, AND THE DEVELOPMENT AND RESULTS OF A COMPREHENSIVE DEPARTMENT WIDE CRISIS INTERVENTION TRAINING PROGRAM DEVELOPED IN CALIFORNIA ARE EXPLORED SINCE DOMESTIC DISTURBANCE INCIDENTS ARE AMONG THE MOST FREQUENT, DANGEROUS, TYPICALLY DISRUPTIVE SITUATIONS HANDLED BY POLICE OFFICERS. IT WOULD APPEAR THAT SPECIFIC TRAINING IN DOMESTIC CRISIS INTERVENTION CAN BE JUSTIFIED BY CONCERNS ABOUT OFFICER SAFETY, DEPARTMENTAL TIME AND EFFICIENCY, CRIME PREVENTION, AND COMMUNITY RELATIONS. EARLY PROGRAMS IN CRISIS INTERVENTION WERE UNDERTAKEN IN NEW YORK CITY AND OAKLAND, CALIFORNIA WHILE VALUABLE IN MANY RESPECTS, THESE PROGRAMS PRODUCED ONLY LIMITED BENEFITS. THIS MAY HAVE BEEN BECAUSE THE PROGRAMS WERE NOT ONGOING OR ORGANIZATIONALIZED AND BECAUSE ONLY A SMALL PERCENTAGE OF THE OFFICERS IN EACH DEPARTMENT RECEIVED THE TRAINING. IN 1970, PROGRAM DEVELOPMENT FOR A MORE COMPREHENSIVE FAMILY CRISIS INTERVENTION TRAINING PROGRAM BEGAN IN RICHMOND, CALIFORNIA BASED ON OBSERVATION OF ACTUAL POLICE PERFORMANCE AND SURVEYS OF POLICE OFFICERS. A SYSTEMATIC POLICE PROCEDURE FOR HANDLING THESE DISTURBANCE CALLS WAS DEVELOPED. THE TRAINING WAS PRACTICAL IN NATURE, COVERING SUCH TOPICS AS OFFICER SAFETY, DIFFUSING, MEDIATION, BRIEF INTERVIEWING, REFERRAL, CULTURAL ISSUES, LEGAL ISSUES, WRITTEN MATERIALS, FILMS, AND DISPUTE SIMULATIONS WERE USED IN THE TRAINING, WHICH WAS GIVEN TO EVERY OFFICER, NOT JUST A FEW 'SPECIALISTS.' THE RICHMOND PROGRAM HAS BEEN USED SUCCESSFULLY IN OTHER DEPARTMENTS AS WELL. EVALUATIONS OF THESE TRAININGS HAVE INDICATED POSITIVE REACTIONS OF AUTHORS, INCREASED SATISFACTION OF CITIZENS RECEIVING THE CRISIS INTERVENTION AID, AND DECREASED POLICE TIME SPENT HANDLING THE DISTURBANCE CALLS. AN ADDITIONAL BENEFIT OF THIS PROGRAM IS THAT IN-HOUSE PERSONNEL MAY BE TRAINED AS INSTRUCTORS.


DETAILED DESCRIPTION OF A PROPOSED NEW SYSTEM OF POLICE RECRUIT TRAINING IS PRESENTED. THIS REPORT DISCUSSES THE OBJECTIVES, STRUCTURE, AND CONTENT OF POLICE TRAINING. SPECIALIZED COURSES INCLUDE POLICE-MAN TRAINING, REFRESHER COURSES, AND HIGHER EDUCATION FOR POLICE, THE INDIVIDUAL COURSES AND THEIR PROPOSED CONTENT ARE DESCRIBED BRIEFLY. OUTLINES OF COURSE LESSON PLANS APPEAR IN THE APPENDIX. RECOMMENDATIONS IN THE AREAS OF TRAINING ARRANGEMENTS, MATERIAL TO BE TAUGHT, TEACHING METHODS AND FACILITIES, AND SPECIALIZED COURSES ARE ALSO SUMMARIZED.

Availability: NCJRS MICROFICHE PROGRAM.


NCJ-170204

THE PHYSICAL LAYOUT AND TRAINING ACTIVITIES AT THE SCOTTISH POLICE COLLEGE AT TULLIALLAN CAMPUS IN FIFE ARE DESCRIBED. THE SCOTTISH POLICE COLLEGE IS UNIQUE IN THE UNITED KINGDOM IN THAT IT CATERS TO JUNIOR, SENIOR AND DRIVER TRAINING AT THE SAME FACILITY, MANY GLOSSY PHOTOGRAPHS HIGHLIGHT THE DESCRIPTIONS OF THE GOVERNING BODY, STAFF, JUNIOR DIVISION, MOTOR DRIVING DIVISION, SENIOR DIVISION, SAGE AND MOTTO, COLLEGE CUSTOMS, AND COLLEGE FACILITIES.

Availability: NCJRS MICROFICHE PROGRAM.

32. A. SIMPSON. MASTER PLAN FOR TRAINING IN NEW YORK CITYMENT. VOLUME I—FFEEDBACK AND PRO- INTERVENTION IN POLICE TRAINING—REVIEW. DETROIT NEWS, 615 LAFAYETTE BOULEVARD, DETROIT MI 48231. 208 p. 1977. NCJ-501211
A 20-YEAR PROJECTION OF ANTICIPATED TRAINING NEEDS IN THE LAW ENFORCEMENT FIELD IN NEW YORK STATE ARE EXAMINED, ALONG WITH SOCIAL AND DEMOGRAPHIC FACTORS, AND THEIR IMPACT ON POLICE. THE PRINCIPAL OBJECTIVE OF THE REPORT IS TO PRESENT AN ANALYSIS OF TRENDS THAT MUST BE CONSIDERED BY POLICE ADMINISTRATORS IN PLANNING THE DIRECTIONS WHICH FUTURE TRAINING STRATEGIES MUST TAKE.

THEORETICAL VIEWS OF THE POLICE FUNCTION IN FEDERAL INVESTIGATIVE REPORTS, VARIOUS STUDIES, AND MODELS OF POLICE ORGANIZATION FOCUS ON THE POLICE ROLE AND OPERATIONAL LAW ENFORCEMENT, CRIMINOLOGY AND THE POLICE FUNCTION, STYLES OF POLICE, THE SERVICE FUNCTION OF POLICE, INFLUENCES ON THE POLICE ROLE, AND TEAM POLICING CONCERNS IN POLICING RELATE TO POLICE AND SOCIAL WORK TEAM APPROACHES, COMMUNITY PROFILING, THE EVALUATION OF POLICE PATROL, BUDGETING, EXPENDITURES AND PRODUCTIVITY, POLICE PROFESSIONALISM, POLICE UNIONIZATION, POLICE WOMEN, POLICE-COMMUNITY RELATIONS, TECHNOLOGY, AND LEGAL UNITS. DEVELOPMENTS OF POLICING ARE DISCUSSED THAT DEAL WITH SOCIAL AND STRUCTURAL CHANGE, DEMOGRAPHIC TRENDS, URBANIZATION, SOCIOCULTURAL VALUES, BUREAUCRATIC CENTRALIZATION, RISING INCOME LEVELS, AUTOMATION, AND PROFESSIONALIZATION.

POLICE TRAINING NEEDS RELATE TO PERSONNEL SELECTION AND RECRUITMENT, EDUCATION, INVESTIGATION AND PSYCHOLOGICAL TESTING, LATERAL ENTRY, VIDEO TECHNIQUES FIELD TRAINING, INTERPERSONAL SKILLS, CRISIS INTERVENTION TRAINING, MANAGERIAL TRAINING, AND SUBSTANTIVE TRAINING AREAS. DEMOGRAPHIC TRENDS AND POLICING IN NEW YORK STATE ARE DISCUSSED. THE RESEARCH METHODOLOGY IS DETAILED IN AN APPENDIX.

Sponsored Agencies: NEW YORK STATE DIVISION OF CRIMINAL JUSTICE SERVICES, EXECUTIVE PARK TOWER, STUYVESANT PLAZA, ALBANY NY 12203, US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.


SELECTION OF REPORTS ON COLLABORATIVE EFFORTS BETWEEN POLICE AGENCIES AND BEHAVIORAL SCIENCES TO IMPROVE RECRUITMENT, SELECTION, AND HUMAN RELATIONS TRAINING. DURING THE PAST FEW YEARS, A NUMBER OF INTERESTING COLLABORATIVE EFFORTS HAVE BEEN TAKEN PLACE BETWEEN POLICE AGENCIES AND BEHAVIORAL SCIENCE CONSULTANTS. THIS REPORT DEVELOPS INNOVATIVE PROGRAMS TO IMPROVE POLICE PRACTICE. THE MAJOR EMPHASIS OF THE PROGRAMS REPORTED HERE CENTERS AROUND THE AREA OF HUMAN RELATIONS TRAINING. THERE HAS BEEN A GROWING RECOGNITION OF THE IMPORTANCE OF SUCH TRAINING BECAUSE OF THE VERY CONSIDERABLE DISCRETION GIVEN A POLICE OFFICER IN DEALING WITH PEOPLE. WHAT'S MORE, 75 TO 80 PERCENT OF THE JOB OF AN URBAN POLICE OFFICER IS INVOLVED WITH THE DELIVERY OF NON-CRIME-RELATED HUMAN SERVICES. THE TRAINING PROGRAMS REPRESENTED IN THIS VOLUME INCLUDE THE AREAS OF CHILD AND JUVENILE CONTACTS, RACE RELATIONS, FAMILY CRISIS INTERVENTION, CONFLICT MANAGEMENT, AND COMMUNITY RELATIONS. THESE PROGRAMS REPRESENT A SIGNIFICANT DEPARTURE FROM TRADITIONAL POLICE TRAINING WHICH HAS FREQUENTLY BEEN A MATTER OF INDOCTRINATION THROUGH LECTURES. NEW DIRECTIONS ARE EXPLORED IN LEARNING AND CURRICULUM DESIGN TO INSTILL IN THE OFFICER THE GOOD JUDGEMENT, DECISION MAKING ABILITY, PRUDENCE, AND UNDERSTANDING WHICH ARE REQUIRED FOR A PROFESSIONAL RESPONSE TO FIELD SITUATIONS. THE COMPILATION OF REPORTS INCLUDES A DESCRIPTION OF PROGRAMS TO DESIGN, POLICE PROMOTIONAL EXAMINATIONS AND TO RECRUIT POLICE APPLICANTS FROM THE BLACK POPULATION.

(AUTHOR ABSTRACT MODIFIED)

Availability: CHARLES C THOMAS, 501-327 EAST LAWRENCE AVENUE, SPRINGFIELD IL 62717.

OVERVIEW OF POLICE TRAINING


OUTLINE OF THE NATIONAL, REGIONAL, AND LOCAL POLICE TRAINING PROGRAMS AS PLANNED AND ADMINISTERED BY A SPECIAL BUREAU OF THE NATIONAL POLICE SYSTEM TRAINING REQUIREMENTS ARE GIVEN FOR ATTAINING THE VARIOUS RANKS IN THE SWEDISH POLICE, INCLUDING BASIC TRAINING, INSTRUCTOR, SUPERINTENDENT, AND CHIEF INCLUDED ARE STATISTICS ON THE EDUCATIONAL LEVELS OF THE COURSES OFFERED AND THE NUMBER OF HOURS OF EACH REQUIRED TO COMPLETE. THE DIFFERENT PROGRAMS ALSO MENTIONED ARE SPECIAL COURSES IN PHYSICAL TRAINING, DOG TRAINING, SHOOTING INSTRUCTION, AND MOTOR VEHICLES AND TRAFFIC SURVEILLANCE TRAINING.

Availability: NCJRS MICROFICHE PROGRAM.


A POLICE TASK ANALYSIS BASED ON A SURVEY OF LAW ENFORCEMENT PERSONNEL IN OHIO IS PRESENTED, WITH A VIEW TO ESTABLISHING A FOUNDATION FOR CURRICULUM DEVELOPMENT IN POLICE EDUCATION. ALL 736 POLICE CHIEFS IN OHIO WERE CONTACTED, THE 346 AGENCIES THAT RESPONDED EMPLOYED 9,370 FULL-TIME OFFICERS, ALL OF WHOM WERE REQUESTED TO COMPLETE A SURVEY INSTRUMENT DEVELOPED BY A TASK FORCE OF THE OHIO COUNCIL ON HIGHER EDUCATION IN CRIMINAL JUSTICE. THE 5,513 RESPONDING OFFICERS PROVIDED INFORMATION ON THEIR RANK, SIZE AND TYPE (COUNTY, CITY, VILLAGE, TOWNSHIP) OF EMPLOYING AGENCY, AND THE FREQUENCY WITH WHICH THEY PERFORMED EACH OF 82 SPECIFIC TASKS. THE TASK DATA WERE ANALYZED TO DETERMINE ANY SIGNIFICANT DIFFERENCES BY RANK AND TYPE OF AGENCY IN THE FREQUENCY WITH WHICH SPECIFIC TASKS ARE PERFORMED. THE FINDINGS POINT TO THE DIVERSITY OF THE POLICE FUNCTION IN OHIO. FOR SOME, BUT NOT ALL, OF THE TASKS ANALYZED, BOTH RANK AND AGENCY SIZE AND TYPE HAVE AN EFFECT ON FREQUENCY OF PERFORMANCE. THERE ARE SIGNIFICANT DIFFERENCES FROM AGENCY TO AGENCY IN THE FREQUENCY WITH WHICH PATROL OFFICERS, CORPORALS, SERGEANTS, LIEUTENANTS, CAPTAINS, AND CHIEFS PERFORM CERTAIN TASKS. THE DIVERSITY IS GREATER AMONG CHIEFS. SIX TASKS—SECURITY-ORIENTED AND TREATMENT-ORIENTED CRIME PREVENTION PROGRAMS, AMBULANCE SERVICES, CIVIL DISTURBANCES, CRISIS INTERVENTION, AND CRIME LABORATORY SERVICES—WERE UNIFORMLY PERFORMED INFREQUENTLY OR NOT AT ALL REGARDLESS OF RANK OR AGENCY SIZE/TYPE.

IMPLICATIONS OF THE FINDINGS FOR LAW ENFORCEMENT CURRICULUM DEVELOPMENT ARE DISCUSSED, AND DIRECTIONS FOR FURTHER RESEARCH ARE SUGGESTED. A REVIEW OF LITERATURE ON THE HISTORY OF LAW ENFORCEMENT EDUCATION AND ON THE NATURE OF LAW ENFORCEMENT CURRICULUMS, A COMPARISON OF FIVE STUDIES OF CURRICULUM DEVELOPMENT, A COPY OF THE SURVEY INSTRUMENT, SUPPORTING DATA AND DOCUMENTATION, AND A BIBLIOGRAPHY ARE INCLUDED.

Supplemental Notes: UNIVERSITY OF AKRON—DOCTORAL DISSERTATION.

Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48108. Stock Order No 77-13,838.


AN ACCOUNT OF THE ORGANIZATIONAL SOCIALIZATION PROCESS ASSOCIATED WITH THE PATROLMAN'S ROLE IN AN URBAN POLICE DEPARTMENT, INCLUDING THE LEARNED GUIDELINES AND RULES THAT ACTUALLY GUIDE THE POLICEMAN IN EVERY-
OVERVIEW OF POLICE TRAINING

DAY ACTIVITIES THE DATA FOR THE ANALYSIS WERE DRAWN FROM A PARTICIPANT-OBSERVATION STUDY CONDUCTED IN AN URBAN POLICE DEPARTMENT THE AUTHOR GRADUATED FROM THE POLICE ACADEMY AND JOINED THE PATROL DIVISION AS AN ARMED BACKSEAT OBSERVER A FOLLOW-UP STUDY WAS CONDUCTED TWO AND ONE-HALF YEARS LATER THE SOCIALIZATION PROCESS IS DESCRIBED THROUGH THE PHASES OF PRE-ENTRY, ADMITTANCE, CHANGE, AND CONTINUANCE THE CRITICAL OCCUPATIONAL PERSPECTIVES DEVELOPED AS THE NEW MEMBER PASSES THROUGH HIS INITIATION RITUALS, AND THE WORK RELATED RULES OR OPERATING AXIOMS WHICH DEFINE THE PATROLMAN'S ACTIVITIES ARE ALSO DESCRIBED, SEVERAL COLORFUL EXCERPTS FROM INTERVIEWS WITH PATROLMEN ARE INCLUDED IN WHICH THE OFFICERS EXPRESS THEIR OPINIONS ON SUCH SUBJECTS AS THE USE OF FORCE, PERSONAL SAFETY, TRAINING, AND POLICE METHODS.


THIS BOOK IS A PRODUCT OF SPECIALIZED RESEARCH CONDUCTED FROM 1930 TO 1936 UNDER A LARGER PROGRAM OF RESEARCH INTO THE ADMINISTRATION OF CRIMINAL JUSTICE. STUDIES IN POLICE ADMINISTRATION ARE SPECIFICALLY ADDRESSED HERE. THIS STUDY INCLUDES AN EXAMINATION OF MAJOR CRIMES (MURDER, ROBBERY, BURGLARY, LARCENY, AUTOMOBILE THEFT, RACKETEERING, AND KIDNAPPING), VICE AS A POLICE PROBLEM, TRAFFIC DUTIES, GENERAL POLICE SERVICE, CRIME PREVENTION, AND PERSONNEL SELECTION, TRAINING, AND DUTIES. THE BOOK DOES NOT PURPORT TO SPEAK FOR POLICEMEN, EITHER INDIVIDUALLY OR COLLECTIVELY. THE AUTHOR, A POLICE OFFICER, EXPRESS HIS OWN VIEWS BASED ON EXPERIENCES, RELATIONSHIPS WITH THE POLICE AND POLICE ADMINISTRATIONS OF MANY COUNTRIES, AND AVAILABLE STATISTICS. THE STUDY ALSO REPRESENTS A DESIRE TO UNDERSTAND THE CAUSES OF DELINQUENCY. A BIBLIOGRAPHY AND INDEX ARE INCLUDED.

Availability: TFL Press—Training for Living, Inc, P O Box 1422, Mattituck NY 11952.


Availability: NCJRS MICROFICHE PROGRAM.


Supplemental Notes: UNIVERSITY OF SOUTH FLORIDA-THESIS.
TRAINING APPROACHES


TABULAR PRESENTATION OF DATA CONCERNING THE ROLE EXPECTATIONS THAT OPERATIONAL CRIMINAL JUSTICE PERSONNEL HOLD FOR THEMSELVES AND FOR EACH OTHER. OVER 3,000 CRIMINAL JUSTICE PERSONNEL RESPONDED TO A QUESTIONNAIRE THAT INCLUDED 571 ROLE EXPECTATION SITUATIONS. THE RESPONDENTS WERE POLICE OFFICERS, PROSECUTING ATTORNEYS, DEFENSE ATTORNEYS, JUDGES, PROBATION OFFICERS, PAROLE OFFICERS, AND CORRECTIONAL OFFICERS. DEMOGRAPHIC INFORMATION, ATTITUDBINAL DATA AND GENERAL GOAL PERCEPTIONS OF THE RESPONDENTS ARE ALSO PRESENTED. DATA FOR THIS PHASE OF PROJECT STAR ARE GIVEN IN THE FORM OF FREQUENCY AND PERCENTAGE RESPONSES TO EACH ITEM IN THE QUESTIONNAIRE. MORE DETAILED AND REFINED ANALYSES WILL BE PUBLISHED IN SUBSEQUENT DOCUMENTS. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agencies: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; CALIFORNIA COUNCIL ON CRIMINAL JUSTICE, 7171 BOWLING DRIVE, SACRAMENTO CA 95823; MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS, LEWIS CASA BUILDING, 2ND FLOOR, LANSING MI 48913; NEW JERSEY STATE LAW ENFORCEMENT PLANNING AGENCY, 3535 QUAKER BRIDGE ROAD, TRENTON NJ 08625; TEXAS CRIMINAL JUSTICE COUNCIL.

Availability: NCJRS MICROFICHE PROGRAM.


TRAINING PACKAGE IS PART OF A LARGER PROJECT INVOLVING CRIMINAL JUSTICE PERSONNEL ROLE TRAINING, COMMON INTRODUCTORY MATERIALS AND TRAINING TECHNIQUES ARE USED IN ALL THE ROLE TRAINING PROGRAMS. THE TECHNIQUES THAT ARE UTILIZED INCLUDE CASE STUDY, DEBATE, FIELD TRIPS, LECTURES, ROLE PLAY, SEMINARS, AND SIMULATION TRAINING. THE ROLE TRAINING MODULES FOR POLICE OFFICERS INCLUDE ASSISTING CRIMINAL JUSTICE SYSTEM AND APPROPRIATE AGENCY PERSONNEL; BUILDING RESPECT FOR LAW AND THE CRIMINAL JUSTICE PROCESS; PROVIDING PUBLIC ASSISTANCE; SEEKING AND DISSEMINATING KNOWLEDGE AND UNDERSTANDING, AND COLLECTING, ANALYZING, AND COMMUNICATING INFORMATION. OTHER MODULES ARE CONCERNED WITH CASE MANAGEMENT; ASSISTING PERSONAL AND SOCIAL DEVELOPMENT; DISPLAYING OBJECTIVITY AND PROFESSIONAL ETHICS; PROTECTING THE RIGHTS AND DIGNITY OF INDIVIDUALS; PROVIDING HUMANE TREATMENT; ENFORCING THE LAW IMPARTIALLY; ENFORCING THE LAW SITUATIONALLY; AND MAINTAINING ORDER. THIS TRAINING PACKAGE IS PRODUCED IN A LOOSE-LEAF BINDER FORMAT. DISCUSSION AIDS AND PRESENTATION SUGGESTIONS FOR INSTRUCTORS APPEAR IN THE MARGIN. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agencies: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; CALIFORNIA COUNCIL ON CRIMINAL JUSTICE, 7171 BOWLING DRIVE, SACRAMENTO CA 95823; MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS, LEWIS CASA BUILDING, 2ND FLOOR, LANSING MI 48913; NEW JERSEY STATE LAW ENFORCEMENT PLANNING AGENCY, 3535 QUAKER BRIDGE ROAD, TRENTON NJ 08625; TEXAS CRIMINAL JUSTICE COUNCIL; CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SACRAMENTO CA 95823.

Supplemental Notes: ADDITIONAL GRANT NUMBERS—0883-01, 0883-02 (MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS), 550-P-18-71 (NEW JERSEY LAW ENFORCEMENT PLANNING AGENCY), 1A1-1229 (TEXAS CRIMINAL JUSTICE COUNCIL).

Sponsoring Agencies: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION; CALIFORNIA COUNCIL ON CRIMINAL JUSTICE, 7171 BOWLING DRIVE, SACRAMENTO CA 95823; MICHIGAN OFFICE OF CRIMINAL JUSTICE PROGRAMS, LEWIS CASA BUILDING, 2ND FLOOR, LANSING MI 48913; NEW JERSEY STATE LAW ENFORCEMENT PLANNING AGENCY, 3535 QUAKER BRIDGE ROAD, TRENTON NJ 08625; TEXAS CRIMINAL JUSTICE COUNCIL; CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SACRAMENTO CA 95823.

42. M. BAND, TRAINING POLICE AS SPECIALISTS IN FAMILY CRISIS INTERVENTION. CITY UNIVERSITY OF NEW YORK CITY COLLEGE, CONVENT AVENUE AND WEST 139TH, NEW YORK NY 10031. 119 p. 1970.

TRAINING WAS INTENDED TO DEMONSTRATE INNOVATIVE METHODS OF CRIME PREVENTION AND PREVENTIVE MENTAL HEALTH. PROCESSING FAMILY DISTURBANCES CONSTITUTES A MAJOR ASPECT OF POLICE WORK. TRADITIONAL POLICE AP
TRAINING APPROACHES

PROCEDURES TO THE PROBLEM DO NOT REFLECT THE REALITIES OF THIS POLICE EXPERIENCE. THERE IS EVIDENCE THAT A SIGNIFICANT PROPORTION OF INJURIES AND FATALITIES SUFFERED BY POLICE OCCUR IN THE HIGHLY VOLATILE FAMILY CONFLICT SITUATION. THE PRESENT PROJECT ATTEMPTED TO MODIFY FAMILY ASSAULTS AND FAMILY HOMICIDES AND TO REDUCE PERSONAL DANGER TO POLICE OFFICERS IN SUCH SITUATIONS. THE PROJECT ATTEMPTED THE DEVELOPMENT OF A NEW PREVENTIVE MENTAL HEALTH STRATEGY. ASSUMING THAT FAMILY CONFLICT MAY BE AN EARLY SIGN OF EMOTIONAL DISORDER IN ONE OR ALL OF THE PARTICIPANTS, THE PROJECT ATTEMPTED TO UTILIZE POLICEMEN. LEVEL TWO, THE TRAINING APPROACHES KEEPCING WITH THEORIES OF PRIMARY PREVENTION. IT WAS PROPOSED THAT SELECTED POLICEMEN COULD BE PROVIDED WITH INTERPERSONAL SKILLS NECESSARY TO EFFECT CONSTRUCTIVE OUTCOMES IN DETERIORATING SITUATIONS WHICH REQUIRE POLICE INTERVENTION. REJECTION OF AN EXCLUSIVELY SPECIALIZED POLICE FUNCTION IN THIS AREA. IN ADDITION TO CONTINUOUS GROUP EXPERIENCE, EACH POLICE PATROL FUNCTIONED "ELI" OF POLICEMEN INTO SOCIAL WORK. MAJOR EMPHASIS THE PROGRAM OUTLINED IN SECTION ONE IN TERMS OF TECHNIQUES, MEANS THE DIRECT TRANSLATION OF A TECHNIQUE DISPLAYED IN THE LABORATORY TO SOME ASPECT OF POLICE PATROL FUNCTIONS" ETICALLY AS POLICE OFFICERS." ELLICI OF POLICEMEN INTO SOCIAL WORK. MAJOR EMPHASIS THE PROGRAM OUTLINED IN SECTION ONE IN TERMS OF POLICEMEN IS SELF-EVIDENT. (AUTHOR ABSTRACT)

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION, NATIONAL INSTITUTE OF LAW ENFORCEMENT AND CRIMINAL JUSTICE.

Availability: GPO Stock Order No. 027-000-0004-9; NCJRS MICROFICHE PROGRAM. NTIS. Accession No. PB 230 756/AS.


44. D. H. BURNS. ZERO ZERO NINE-A REPORT. SOUTH CAROLINA LAW ENFORCEMENT DIVISION, NEWBERRY HIGHWAY, COLUMBIA SC 29202. INITIAL PROPOSAL, COURSE MATERIAL, AND FINAL EVALUATION OF A STATEWIDE CLOSED-CIRCUIT TELEVISION TRAINING PROGRAM FOR LAW ENFORCEMENT OFFICERS. THE PROGRAM, AS OUTLINED IN SECTION ONE IN TERMS OF ADMINISTRATION, EQUIPMENT, CURRICULUM AND COST SAVINGS, PROVIDES A SERIES OF VOICE-TAPED TRAINING PROGRAMS OF 30 TO 80 MIN.

UTES LENGTH TO BE OFFERED OVER A 24 MONTH PERIOD EACH TELEVISION PRESENTATION IS SUPPORTED BY A VARIETY OF VISUAL AIDS AND IS INCORPORATED INTO A TRAINING SESSION. (LASTING A MINIMUM OF TWO HOURS) CONDUCTED BY A TRAINED DISCUSSION LEADER WHICH PERMITS EXPLORATION OF DISCUSSION BUILT AROUND A STRUCTURE OF HYPOTHETICAL CASES. THE LECTURE OUTLINES AND STUDY WORKBOOKS ARE PROVIDED FOR EACH OF THE VIDEO-TAPED PROGRAMS, ALL OF WHICH ARE UNDER A GENERAL TITLE OF 'FROM CRIME TO COURT.' ARE PRESENTED IN SECTION TWO. THE FINAL SECTION CONTAINS A CONSULTANT'S FULL FINAL EVALUATION OF THIS PROJECT. THE EVALUATION REPORTS A HIGH DEGREE OF FEASIBILITY TOWARD THIS METHOD OF TV TRAINING. PARTICULARLY FOR THE MORE MATURE AND EXPERIENCED OFFICERS SURVEYED. THE PROJECT WAS DESIGNED AS A HIGHLY SATISFACTORY MEANS OF EXPANDING AND IMPROVING POLICE TRAINING, WHILE SIMULTANEOUSLY EFFECTING COST SAVINGS IN TRAINING EXPENDITURES. (AUTHOR ABSTRACT)

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION. POLICE

45. CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SUITE 250, SACRAMENTO CA 95814. PROJECT STAR (SYSTEM AND TRAINING ANALYSIS OF REQUIREMENTS)-IMPACT OF SOCIAL TRENDS ON CRIME AND CRIMINAL JUSTICE. 380 p. 1978. NCJ-37781

RESULTS OF A STUDY WHICH APPLIED SELECTED FORECASTING METHODS TO THE ANALYSIS OF SOCIAL TRENDS TO IDENTIFY IMPLICATIONS FOR THE FUTURE ROLES OF CRIMINAL JUSTICE PERSONNEL AND THE TRAINING OF THOSE PERSONNEL. THE FORECASTING METHODS UTILIZED INCLUDED EXPERT OPINION, TIME-SERIES TREND DATA, AND LINEAR EXTRAPOLATION OF TRENDS. THE FORECASTING METHODS WERE SELECTED ON THE BASIS OF THEIR VALUE AS RESEARCH, PLANNING, AND OPERATIONAL DECISION MAKING TOOLS FOR RESEARCH, PLANNING, AND OPERATIONAL DECISION MAKING IS DESCRIBED. THE RESULTS OF THE STUDY INCLUDE STATEMENTS OF EXISTING CONDITIONS, DESCRIPTIONS OF
TRENDs, AND RECOMMENDATIONS FOR ACTION THE STUDY CONCLUDES, AMONG OTHER THINGS, THAT CRIME CAN BE EXPECTED TO INCREASE, THAT THE ROLE OF CRIMINAL JUSTICE PERSONNEL CAN BE EXPECTED TO CHANGE, AND THAT NEW FOCUSSES OF EDUCATION AND TRAINING WILL BE REQUIRED.

Sponsoring Agencies: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT. PROGRAM PREPARATION, AND THE IMPLEMENTATION OF THIS 32 HOUR PROGRAM IS PROVIDED, INCLUDING; RESOURCEs THE RESOURCES CITED PROVIDE INFORMATION CONCERNING THE APPROPRIATENESS OF TRAINEES' RESPONSES.


41. HIGH PRIORITY OF POLICE-COMMUNITY RELATIONS HAS LED TO THE DEVELOPMENT OF SPECIAL TRAINING FOR URBAN POLICE-MEN AT ALL LEVELS, BECAUSE OF SUPREME COURT DECISIONS ON POLICE PRACTICES, POLICE OFFICERS ACROSS THE COUNTRY ARE LOOKING AT THEIR ROLES WITHIN THE COMMUNITIES THEY SERVE, THE NECESSITY FOR THE POLICE TO MAINTAIN A BALANCE BETWEEN THE SECURITY OF THE COMMUNITY AND INDIVIDUAL RIGHTS, AND TO WORK WITH THE COMMUNITY HAS LED TO SPECIALIZED TRAINING IN THIS FIELD. THIS REPORT ANALYZES COMPLETED TRAINING PROGRAMS IN THE FOLLOWING SEQUENCE, PURPOSE, DESIGN, PRE-PROGRAM PREPARATION, RELATIONSHIP TO THE REMAINDER OF THE DEPARTMENT, PARTICIPANTS, FACILITIES, ADMINISTRATION, CONTENT, STAFF RESPONSE, COMMUNITY IMPRESSIONS, AND OVERALL OBSERVATIONS. THE THREE PROGRAMS ARE DISCUSSED AND CONCLUSIONS AND SUGGESTIONS ARE DRAWN FOR THE MOST EFFICIENT METHOD OF PRESENTING A PROGRAM OF COMMUNITY RELATIONS TRAINING. THE PROGRAM MUST BE COMPREHENSIVE WITH TOTAL BACKING BY THE DEPARTMENT AT ALL LEVELS, AND THE OBJECTIVES MUST BE STATED CLEARLY. THE STAFF, PARTICIPANTS AND CONTENT MUST BE COMPATIBLE WITH EACH OTHER WITH SCHEDULING TAKING INTO ACCOUNT WORK SCHEDULES AND TIME OFF TO MAINTAIN CONTINUITY. LASTLY, THERE MUST BE CONTINUOUS AND SYSTEMATIC EVALUATION AS TO ITS EFFECTIVENESS.


SOME SPECIFIC GOALS OF TRAINING POLICE IN FAMILY CRISIS INTERVENTION AND METHODS EMPLOYED TO ACHIEVE THESE GOALS ARE DESCRIBED AND A NEW TRAINING MODEL IS PROPOSED. THE FIRST STEP IN IDENTIFYING REALISTIC GOALS OF POLICE TRAINING FOR CRISIS INTERVENTION IS TO DETERMINE THE MAJOR FUNCTIONS OF THE POLICE IN HANDLING DOMESTIC CRISIS. SURVEYS HAVE SHOWN THAT THE POLICE THEMSELVES PERCEIVE THEIR ROLE AS 80 PERCENT 'SOCIAL WORK,' SUCH AS GIVING DIRECTIONS AND INTERCEPDING IN DOMESTIC RELATIONS. ANALYSES HAVE SHOWN THAT 90 PERCENT OF POLICE TIME IS SPENT SOLVING NONCRIMINAL TYPE PROBLEMS RELATING TO PERSONAL CRISIS. FIFTY PERCENT OF POLICE CALLS NATIONWIDE ARE REQUESTS TO INTERVENE IN FAMILY DISPUTES. THE POLICE OFFICER HAS THUS BECOME A HELPING AGENT WHOSE TWO MAJOR FUNCTIONS ARE INFORMATION AND COMMUNITY RELATIONS, AND ASSISTANCE IN HUMAN CONFLICT SITUATIONS. THE SKILLS THAT ARE ESSENTIAL TO SUCH WORK INlude COMMUNICATIONS SKILLS, INCLUDING AN UNDERSTANDING OF NONCRIMINAL AND NONVERBAL BEHAVIORS. AN UNDERSTANDING OF LIKELY REACTIONS OF VARIOUS SECTIONS OF THE COMMUNITY TO THE POLICE. (3) AN ABILITY TO CONVINCE OTHERS OF ONE'S DESIRE AND ABILITY TO BE EFFECTIVE IN THE RELATIONSHIP, AND (4) THE EFFECTIVE USE OF ONE'S OWN ATTITUDES OR FEELINGS WILL CHANGE A WHOLE. REFERENCES THAT WHEN ONE'S BEHAVIOR TOWARD OTHERS CHANGES, ATTITUDES OR FEELINGS WILL CHANGE AS WELL.

Sponsoring Agency: CONNECTICUT JUSTICE COMMISSION, 75 ELM STREET, HARTFORD CT 06115.

Availability: NCJRS MICROFICHE PROGRAM.
TRAINING APPROACHES

A study was designed to ascertain the effects of a course in peer counseling skills upon a group of police officers and to determine ways of helping them deal with the stress arising from the unique nature of their work. A sample of 22 male police officers was chosen from a medium-sized police department in Massachusetts. These officers had volunteered to take a college-level course entitled 'Introduction to Counseling.' They were randomly assigned to experimental and control groups and were pretested and posttested on the Carkhuff Empathy Scale and the Loewinger Sentence Completion Form. The officers in the experimental group were taught peer counseling skills of attending, listening, responding, confronting, and planning for action. Particular job-related issues of concern to police officers were also discussed. The following hypotheses were considered in the study: (1) communication skills of police officers as measured by the Carkhuff Empathy Scale can be significantly improved by a course in peer counseling skills, and (2) ego development of police officers as measured by the Loewinger Sentence Completion Form can be significantly improved by such a course. Analysis of the test results supported the hypothesized improvement in level of communication skills, although no increase in level of ego development was shown. This lack of change may point out the rigidity of adult ego structures and the need for more powerful experience to stimulate change. The implications of these findings are discussed in relation to the development of peer counseling programs within police departments. The literature concerning the role and function of the police and the stress of their work is examined. The need for developing ways of dealing with stress is made explicit and peer counseling is presented as one alternative which may enable police officers to discuss job-related concerns with each other in a helping manner. Suggestions are made for further research in the area of adult developmental theory and in the implementation of peer counseling programs for police officers. Appendices outline the curriculum of the experimental course, the tests used to evaluate communication skills, and ego development, and the raw scores of the participants. A bibliography is provided.

Available: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. GAX77-21637.


THE EFFICACY OF TWO OPPOSING METHODOLOGIES CONCERNING THE SELECTION AND TRAINING OF POLICE OFFICERS IS TESTED. THE LOS ANGELES COUNTY SHERIFF'S DEPARTMENT CONDUCTED A THREE-YEAR EXPERIMENT COMPARING TWO TRAINING METHODS. STRESS TRAINING, BASED ON THE MILITARY MODEL, INVOLVES INTENSIVE PHYSICAL DEMANDS AND PSYCHOLOGICAL PRESSURE IN THE FORM OF VERBAL ABUSE AND UNCERTAINTY ABOUT JOB SECURITY. NON-STRESS TRAINING EMPHASIZES ACADEMIC ACHIEVEMENT, PHYSICAL TRAINING, ADMINISTRATIVE DISCIPLINARY PROCEDURES, AND A RELAXED AND SUPPORTIVE INSTRUCTOR-TRAINEE RELATIONSHIP. THIS BOOK DETAILS THE BACKGROUND, METHODOLOGY AND RESULTS OF A COMPARISON OF TWO RECRUIT CLASSES: THE TRAINING METHODS WERE DIVIDED INTO AN EXPERIMENTAL GROUP AND A CONTROL GROUP AND THE TRAINEES IN EACH WERE MATCHED ON THE BASIS OF EDUCATION, PREVIOUS MILITARY OR POLICE EXPERIENCE, MARITAL STATUS, AGE AND RACE. THE RESULTS INDICATE THAT NON-STRESS—TRAINED OFFICERS DIS-

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.

50. DISTRICT OF COLUMBIA METROPOLITAN POLICE DEPARTMENT, 300 INDIANA AVENUE, NW, WASHINGTON DC 20001. BASIC OFFICER TRAINING SYSTEM DESIGN. 82 p. 1972. NCJ-006243

A report outlines a police training program utilizing a systematic curriculum design. The police training-learning task is defined in terms of tasks, sub-tasks, performance sequences, behavioral modes, and criteria for measuring competence. The design contains graphic representations of the performance objectives arranged in a learning hierarchy, and selected tests and task analyses. (Author abstract modified)

51. M. DONAHUE. PEER COUNSELING FOR POLICE OFFICERS—A PROGRAM FOR SKILL DEVELOPMENT AND PERSONAL GROWTH. 188 p. 1977. NCJ-434388

This report describes the project development and results for a program which provided classroom training and follow-up videotape instruction in crime prevention for the 1300 members of the Denver police department. Two methods of training were utilized: each officer was exposed to forty hours of classroom instruction including lecture, demonstration of various locks and security devices, and field problems relating to security. Second, follow-up training was provided through use of video training facilities. The program also included manpower resource allocations and a minority hiring program. In this report, impact crime data was presented showing increases in reported crimes from the years 1966 through 1973. The rationale for reducing these rates of increase through crime prevention training is then presented, and discussed. Such training is seen as enabling officers to act as resource people for the community in order that the average citizen can become a participant in the crime reduction effort by taking preventative steps recommended by the police officer to make the commission of crime more difficult. The methods and procedures used in formulating the in-service training program are then discussed. Included here are discussions of curriculum development, staffing procedures, scheduling, and testing criteria. Cost and procurement of visual displays is also noted. Quantitative data reporting the results and evaluation of the training classes are presented as well. The evaluation instrument tested the knowledge level of officers regarding crime prevention on a pre and post test basis and improvements in this level as a result of the training program. While the bulk of data concerns improvements in knowledge levels, a discussion of increased officer-citizen contact regarding crime prevention is presented. This inclusion of the use criteria is considered an important element in judging the overall success of the program. The summary and conclusions discuss problems and the strategies used for overcoming them in the implementation of the training program and the administrative details that accompanied it. Finally, the appendix contains all the available reports, documents, hand out materials, and so forth that were generated from the in-service training grant.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.
A CONTROL GROUP NOT RECEIVING ANY TRAINING THE EFFECT OF A VARIETY OF TEACHING METHODS ON PERCEPTIONS CONSISTED OF 138 RANDOMLY ASSIGNED OFFICERS. КЩЕ RYS OF ANXIETY IN INNER-CITY CHILDREN, THE SUBJECTS WERE SWORN IN AS OFFICERS. ELEMENTS OF THE DRIVING COURSE ARE DESCRIBED. IT IS NOTED THAT THE NUMBER OF NEW RECRUITS MUST QUALIFY ON THE COURSE BEFORE THEY ARE SWORN IN AS OFFICERS. ELEMENTS OF THE DRIVING COURSE INVOLVED IMPROPER BACKING, SIMULATING ACTUAL FIELD SITUATIONS. THE EXPERIMENTAL GROUP RECEIVED AN 8-HOUR GENERAL MOTORS COURSE. THE COURSE INVOLVED INSTRUCTION AND DEMONSTRATIONS, FOLLOWED BY STUDENT PRACTICE IN STEERING, TAKING EVASIVE ACTION IN EMERGENCY SITUATIONS, AND BRAKING. EACH ELEMENT OF THE COURSE IS DESCRIBED. BY THE END OF 3 YEARS AFTER THE TRAINING IT WAS FOUND THAT THE TRAINED GROUP HAD EXPERIENCED ONLY 5 ACCIDENTS WHILE THE CONTROL GROUP HAD 10. THE PHOENIX, ARIZ. POLICE DEPARTMENT MODIFIED THE GENERAL MOTORS PROGRAM TO MEET ITS OWN NEEDS. SINCE NEARLY 80 PERCENT OF ALL POLICE CAR ACCIDENTS IN PHOENIX HAVE INVOLVED IMPROPER BACKING, THE TRAINING COURSE PLACES EMPHASIS ON BACKING, SIMULATING ACTUAL FIELD SITUATIONS. NEW RECRUITS MUST QUALIFY ON THE COURSE BEFORE THEY ARE SWORN IN AS OFFICERS. ELEMENTS OF THE DRIVING COURSE ARE DESCRIBED. IT IS NOTED THAT THE NUMBER OF ACCIDENTS JUDGED TO BE THE OFFICER'S FAULT HAS DROPPED 10 TO 20 PERCENT SINCE THE INTRODUCTION OF THE COURSE. SOME ADVICE ON DRIVING HABITS IS OFFERED, AND INFORMATION IS GIVEN ABOUT WHOM TO CONTACT FOR INQUIRIES ABOUT THE PROGRAM DESCRIBED.

A SAMPLE OF OFFICERS WHO SCREEN JUVENILES ARE TESTED TO DETERMINE THE TRAINING METHODS MOST EFFECTIVE IN CHANGING PERCEPTIONS OF THE ANXIETY PRESENT IN INNER-CITY CHILDREN. STUDIES ARE REVIEWED WHICH SHOW THAT ADULTS CONTACTING INNER-CITY CHILDREN GENERALLY HAVE AN INADEQUATE PERCEPTION OF THE HIGH ANXIETY LEVELS PRESENT IN INNER-CITY CHILDREN. IN AN EFFORT TO DETERMINE THE MOST EFFECTIVE TRAINING METHOD FOR REMEDYING THIS CONDITION AMONG POLICE OFFICERS, A POPULATION OF 290 POLICE OFFICERS ASSIGNED TO THE JUVENILE AID DIVISION OF A LARGE NORTHEASTERN CITY'S POLICE DEPARTMENT WAS GIVEN PRE- AND POSTTESTS AS A MEASURE OF THE EFFECT OF A VARIETY OF TEACHING METHODS ON PERCEPTIONS OF ANXIETY IN INNER-CITY CHILDREN. THE SUBJECTS WERE RANDOMLY ASSIGNED TO THREE TREATMENT GROUPS (N80; N40; N40). A CONTROL GROUP NOT RECEIVING ANY TRAINING CONSISTED OF 136 RANDOMLY ASSIGNED OFFICERS. THE DUE TO THE NATURE OF THE INSTRUMENTS USED IN THE STUDY, AND DATA OBTAINED FROM THE STUDY ARE REPORTED; A BIBLIOGRAPHY IS ALSO PROVIDED.

WRITTEN MATERIALS RELATED TO COLLABORATION BETWEEN LAW ENFORCEMENT OFFICIALS AND BEHAVIORAL SCIENISTS IN THE TRAINING OF POLICE OFFICERS TO PERFORM SPECIALIZED PUBLIC SERVICES ARE CITED. SEVERAL OF THE BIBLIOGRAPHY'S SECTION TITLES—ESTABLISHMENT OF GENERAL HUMAN RELATIONS, DRIVING PROGRAMS, FAMILY CRISIS INTERVENTION TRAINING, AND POLICE-COMMUNITY RELATIONS TRAINING—REFLECT THE AREAS IN WHICH GROUP TRAINING PRACTITIONERS MOST OFTEN ARE ABLE TO ASSIST POLICE DEPARTMENTS. OTHER SECTIONS CITE REFERENCES ON GENERAL COLLABORATIVE EFFORTS, TRAINING MATERIALS, POLICE/DEPARTMENT ORGANIZATION, AND RECRUIT SELECTION. THE LISTING INCLUDES BOOKS, ARTICLES, REPORTS, DOCTORAL DISSERTATIONS, AND CONVENTION PAPERS—MOST PUBLISHED IN THE 1970'S. APPROXIMATELY 100 CITATIONS ARE INCLUDED.

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TRAINING APPROACHES

ACTIVITIES FALL INTO THREE CLUSTERS: LABORATORY SESSIONS, IN WHICH TRAINEES PLAY THE ROLE OF POLICE OFFICERS RESPONDING TO ASSORTED INCIDENTS, THEORY SESSIONS, AND PERSONALITY MEASUREMENT SESSIONS. DAILY MORNING THEORY SESSIONS CONSIST OF A PACKAGE OF LECTURES AND READINGS IN SOCIAL PSYCHOLOGY. THE GOAL OF THE PERSONALITY MEASUREMENT SESSIONS IS TO STIMULATE PARTICIPANTS—VIA STRUCTURED COMPARISONS OF THEMSELVES WITH OTHER PEOPLE—to THINK ABOUT THEIR GENERAL PSYCHOLOGICAL FUNCTIONING AND ITS RELATIONSHIP TO OCCUPATIONAL PERFORMANCE AND IDENTITY. THIS PROGRAM HAS BEEN ACCREDITED BY THE CHICAGO CITY COLLEGE AS A CREDIT-BEARING COURSE FOR ALL CHICAGO POLICE RECRUITS. REFERENCES ARE INCLUDED.


Availability: CHARLES C THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFIELD IL 62717.


Sponsoring Agency: COLUMBUS (GA) CITY COUNCIL, COLUMBUS GA 31902.


A COMMUNICATION TRAINING SESSION CONDUCTED FOR A SPECIAL WEAPONS AND TACTICS (SWAT) POLICE UNIT IS DESCRIBED. THE GOAL OF THE TRAINING PROGRAM WAS TO PREPARE THE OFFICERS TO TALK WITH ARMED AND BARRICADED SUSPECTS. THE PROGRAM WAS DEVELOPED IN RESPONSE TO THE SWAT COMMANDER'S IMPRESSION THAT MOST ARMED AND BARRICADED SUSPECT SITUATIONS COULD BE RESOLVED WITHOUT GUNFIRE IF VERBAL CONTACT COULD BE ESTABLISHED BETWEEN OFFICERS AND SUSPECTS. INTERVIEWING SKILLS AND CRISIS INTERVENTION MATERIALS WERE INCORPORATED IN A 3-HOUR TRAINING SESSION DESIGNED TO INCREASE THE SWAT OFFICERS' ABILITY TO ESTABLISH AND MAINTAIN VERBAL CONTACT. THE FINAL HOUR OF THE SESSION WAS SPENT USING QUESTIONING TECHNIQUES IN NONTHREATENING ROLE-PLAY SITUATIONS. THE TRAINING WAS EVALUATED ON THE BASIS OF INFORMAL OBSERVATIONS AND DISCUSSIONS WITH PARTICIPANTS. THE PARTICIPANTS' RESPONSE WAS GENERALLY FAVORABLE. OLDER OFFICERS SEEMED MOST RECEPTIVE TO THE IDEAS PRESENTED IN THE TRAINING SESSION. RECOMMENDATIONS FOR IMPROVING SWAT COMMUNICATION TRAINING INCLUDE EXPANDING THE PROGRAM TO 6 DAYS, USING FILM COVERAGE OF ACTUAL SWAT OPERATIONS, AND INCORPORATING MORE EXPERIMENTAL ACTIVITIES. IT IS CONCLUDED THAT THE SESSIONS DID MORE TO ISOLATE THE COMMUNICATION PROBLEMS OF THE SWAT SQUAD THAN TO ENHANCE THE COMMUNICATION SKILLS OF OFFICERS. COMMUNICATION PROBLEMS UNIQUE TO THE SWAT OPERATION ARE DISCUSSED.


Availability: ERIC DOCUMENT REPRODUCTION SERVICE, P.O. BOX 190, ARLINGTON VA 22210 Stock Order No. ED 120 871; NCJRS MICROFICHE PROGRAM.


TRAINING PROGRAM IS DIRECTED TO THE COMMAND OFFICER TO PROVIDE A BROAD EDUCATION IN MANAGEMENT AND SUPERVISION. IN THE AREA OF LAW ENFORCEMENT EDUCATION THESE TWO FACTORS REPRESENT IMPORTANT FOUNDATIONS WHICH HAVE NOT RECEIVED EXTENSIVE OR INTENSIVE CONSIDERATIONS. THE PROGRAM IS DESIGNED TO PROVIDE A BROAD SPECTRUM OF BOTH THE FUNDAMENTALS OF CURRENT POLICE SERVICES AND PROBLEMS WHICH HE WILL MEET, EQUITED WITH THE MANNER IN WHICH HE ADDRESSED HIMSELF TO THE TASK OF MOBILIZING HIS MEN TO FUNCTION IN RESPONSE TO THESE NEEDS. THIS HE MUST DO WITH THE SKILLS OF MANAGEMENT—APPLIED TO THOSE UNDER HIS COMMAND. WITH EFFECTIVE DIRECTIVE, APPLYING THE TESTED ATTRIBUTES OF SOUND MANAGEMENT, WITH AN UNDERSTANDING OF HUMAN RELATIONS (BOTH INTERNAL AND EXTERNAL), A RECOGNITION OF COMMUNITY RESPONSIBILITIES, HE MUST ALLOCATE HUMAN AND PHYSICAL RESOURCES WISELY—TO IDENTIFY, AND SOLVE A VARIETY OF PROBLEMS ASSOCIATED WITH THE MISSION OF HIS AGENCY. A REVIEW OF THE COMMAND TRAINING INSTITUTE MANUAL, AND ITS TRAINING OF COURSE SCHEDULE WILL INDICATE THE WIDEST AREA OF EDUCATION WHICH IS INCLUDED IN ORDER TO ACHIEVE RESULTS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.
TRAINING

61. NEW JERSEY POLICE TRAINING COMMISSION, 1100 RAYMOND BOULEVARD, NEWARK NJ 07102. STATEWIDE POLICE COMMAND AND SUPERVISORY TRAINING, THREE DEMONSTRATION PROJECTS—NEW JERSEY, NORTH CAROLINA, ARKANSAS. 329 p. 1968. NCJ-509443

FINAL PROJECT REPORTS ON DEMONSTRATION TRAINING EFFORTS TO EXPAND IN-SERVICE PROFESSIONAL EDUCATION OPPORTUNITIES FOR POLICE PERSONNEL. THE NEW JERSEY MOBILE TRAINING UNITS PROJECT WAS ACCOMPLISHED THROUGH A CONTRACT OF SPECIALLY DESIGNED MOBILE UNITS IN COMMUNITY POLICE DEPARTMENTS. THIS PROJECT OFFERS A POSSIBLE MODEL FOR OTHER STATES WITH SUPERVISORY TRAINING NEEDS IN SMALL COMMUNITIES WITH SHORTAGE OF CLASSROOM SPACE AND THE FINANCIAL INABILITY TO ESTABLISH PERMANENT REGIONAL ACADEMIES. THE NORTH CAROLINA POLICE MANAGEMENT INSTITUTE PROGRAM INVOLVED PRESENTATION OF A SPLIT-SESSION, ONE-MONTH MANAGEMENT COURSE FOR 26 COMMAND MUNICIPAL POLICE OFFICERS IN CITIES WITH POPULATIONS FROM 15,000 TO 200,000. THE EXPERIENCE WITH SHORT COURSES OF A FUNCTIONAL NATURE INDICATED THAT THEY WERE MOST EFFECTIVE WHEN BROKEN INTO SHORT SESSIONS WITH PERIODIC RETURNS TO THE JOB. THE ARKANSAS POLICE SUPERVISORS' CLASSES PROJECT WAS DESIGNED TO INTRODUCE BASIC SUPERVISORY TRAINING IN A STATE WHERE NONE HAD EXISTED BEFORE. THIS WAS PHASED OVER A SEVEN-MONTH PERIOD WITH CLASSES AT FIXED REGIONAL SITES ON WORKING DAYS TERMINATING EARLY ENOUGH FOR STUDENTS TO RETURN TO THEIR DEPARTMENTS EACH DAY. (AUTHOR ABSTRACT)

Availability: NTIS. Accession No. PB 188 994. NCJRS MICROFICHE PROGRAM

62. PORTLAND (ME) POLICE DEPARTMENT. 100 MIDDLE STREET, PORTLAND ME 04111. PORTLAND (ME)—COMMUNITY PARTICIPATION IN THE DESIGN OF POLICE TRAINING EFFORTS—EXEMPLARY PROJECT APPLICATION. 123 p. NCJ-17993


Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM


CASE STUDY OF AN INITIAL INTERVENTION IN A LARGE MUNICIPAL POLICE DIVISION BY A TRAINING AND RESEARCH CONSULTANT IN COMMUNITY AND SOCIAL PSYCHOLOGY TO PROVIDE SENSITIVITY AND EFFECTIVE COMMUNICATIONS TRAINING. A COMMUNITY GROUP/POLICE CONFRONTATION LED TO THE DEVELOPMENT OF AN 80-HOUR COMMUNITY RELATIONS TRAINING PROGRAM CONDUCTED BY A BIPARTIAL STAFF, WHICH FOLLOWED AN EXPERIENCE BASED LEARNING FORMAT IN SHARP CONTRAST TO THE QUASI MILITARY ORGANIZATION OF THE POLICE DIVISION. FOCUS IS PLACED ON THE VALUE AND NORM CONFLICTS BETWEEN CHANGE AGENT AND THE POWER STRUCTURE OF THE URBAN POLICE SYSTEM. HINDSIGHT EVALUATIONS OF THE PROGRAM IMPACT BY THE CONSULTANT STAFF ARE ALSO INCLUDED. A LIST OF REFERENCES IS PROVIDED. (AUTHOR ABSTRACT MODIFIED)

64. I. G. BARABON, J. H. JOHNSON, J. P. BERBERICH, and M. SIEGEL. HELPING POLICE OFFICERS COPE WITH STRESS—A COGNITIVE-BEHAVIORAL APPROACH. UNIVERSITY OF WASHINGTON PSYCHOLOGY DEPARTMENT, SEATTLE WA 98195. 27 p. 1976 NCJ-52144

EIGHTEEN TRAINEES ENROLLED IN THE SEATTLE, WASH. POLICE ACADEMY IN 1977 PARTICIPATED IN A STRESS MANAGEMENT PROGRAM THAT FOCUSED ON DEVELOPING SKILLS FOR COPING WITH ANXIETY AND ANGER. THE DEVELOPMENT OF THE EXPERIMENTAL PROGRAM WAS BASED ON SEVERAL ASSUMPTIONS: STRESS FACTORS CONFRONTING POLICE OFFICERS CAN BE CATEGORIZED AS THOSE ELICITING FEAR AND ANXIETY AND THOSE THAT DO NOT; BOTH PHYSIOLOGICAL RESPONSES AND COGNITIVE FACTORS ARE IMPORTANT IN COPING WITH STRESS; AND HIGH LEVELS OF ANXIETY AND ANGER FREQUENTLY INTERFERE WITH PERFORMANCE. THE TRAINEE SAMPLE WAS COMPRISED OF 10 MALES AND 8 FEMALES WHO RANGE IN AGE FROM 22 TO 34 YEARS. TRAINEES WERE RANDOMLY ASSIGNED TO THE STRESS MANAGEMENT PROGRAM OR TO A CONTROL CONDITION, WITH THE RESTRICTION THAT THERE BE AN APPROXIMATELY EQUAL NUMBER OF MALES AND FEMALES IN EACH GROUP AND THAT THE NUMBER OF MINORITY MEMBERS IN EACH GROUP BE APPROXIMATELY EQUAL. THE STRESS MANAGEMENT PROGRAM INVOLVED SIX 2-HOUR GROUP SESSIONS THAT WERE CONDUCTED BY AN EXPERIENCED CLINICAL PSYCHOLOGIST. THE SIX SESSIONS DEALT WITH THE NATURE OF STRESS CONFRONTED BY POLICE OFFICERS, THE ROLE OF COGNITIVE FACTORS IN COPING WITH STRESSFUL SITUATIONS, SELF-MONITORING OF PHYSICAL AND COGNITIVE RESPONSES THROUGH ROLE PLAYING, ANGER PROVOCATION AS A MAJOR SOURCE OF STRESS FOR POLICE OFFICERS, STRESS MANAGEMENT PROBLEMS FOR PARTICIPANTS, AND A GENERAL REVIEW OF PROGRAM ELEMENTS. STRONGEST SUPPORT FOR THE EFFECTIVENESS OF THE PROGRAM WAS FOUND IN OBSERVER RATINGS OF THE MOCK SCENE PERFORMANCE OF TRAINEES. DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS WERE PARTICULARLY SIGNIFICANT FOR TWO MOCK SCENES INVOLVING THE TRAFFIC STOP AND FIELD INTERROGATION. THE PERFORMANCE OF TRAINEES IN SIMULATED POLICE ACTIVITIES WHO RECEIVED STRESS MANAGEMENT EDUCATION WAS RATED AS SIGNIFICANTLY SUPERIOR TO THOSE WHO HAD NOT RECEIVED SUCH EDUCATION. COPING SKILLS TAUGHT IN THE COURSE OF THE PROGRAM, HOWEVER, DID NOT HAVE FACE VALIDITY FOR ALL TRAINEES. REFERENCES AND A LIST OF SELF-STATEMENTS IN ANGER-AROUSING SITUATIONS ARE PROVIDED.


Availability: NTIS. Accession No. AD-A054-692. Microfiche

65. L. S. SATA. LABORATORY TRAINING FOR POLICE OFFICERS. SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES, BOX 1248, ANN ARBOR MI 48106. JOURNAL OF SOCIAL ISSUES, V 31, N 1 (WINTER 1975), P 107-114. NCJ-31840

A DESCRIPTION OF THE PROGRAM DEVELOPMENT, GOALS, AND RESULTS OF THIS SEATTLE POLICE DEPARTMENT GROUP TRAINING PROGRAMS: HUMAN RELATIONS. THIS PROGRAM WAS CONDUCTED IN A LABORATORY TRAINING SETTING, A GROUP OF 41
One half year effort to identify appropriate roles for one in a series of three final reports on a three and six month research and development program, initiated in May 1971 and completed in December 1974, focused on six major positions in the criminal justice system: police officer, prosecuting attorney, defense attorney, judge, caseworker, and correctional worker. It was conducted by the Department of Justice, LEAA, the California Commission on Peace Officer Standards and Training, and the Criminal Justice Planning and Operational Agencies in California, Michigan, New Jersey, and Texas. A variety of research techniques were used, including role perception surveys, field observation, literature searches, expert opinion, and an analysis of social trends. This report contains the detailed performance objectives developed for the six positions. Each performance objective represents the desired behavior for a specific position during the performance of a specific role and task combination identified. Each of the six criminal justice positions is treated separately. (For volumes one and three in this series, see NCJ-265250 and 085050).

Sponsoring Agencies: California Commission on Peace Officer Standards and Training, Department of Justice, 7100 Bowling Drive, Suite 250, Sacramento CA 95814; US Department of Justice Law Enforcement Assistance Administration, California Council on Criminal Justice, 7171 Bowling Drive, Sacramento CA 95823; Michigan Office of Criminal Justice Programs, Lewis Cass Building, 2nd Floor, Lansing MI 48913; New Jersey State Law Enforcement Planning Agency, 3535 Quaker Bridge Road, Trenton NJ 08625; Texas Criminal Justice Council.

Availability: NCJRS MICROFICHE PROGRAM.


One in a series of three final reports on a three and one half year effort to identify appropriate roles for the criminal justice system and related education, training, selection, and performance measurement requirements. This research and development program, initiated in May 1971 and completed in December 1974, focused on six major positions in the criminal justice system: police officer, prosecuting attorney, defense attorney, judge, caseworker, and correctional worker. It was conducted by the Department of Justice, LEAA, the California Commission on Peace Officer Standards and Training, and the Criminal Justice Planning and Operational Agencies in California, Michigan, New Jersey, and Texas. This volume contains the frequency distribution (numbers and percentages) of responses to a 571-item survey conducted by Project Star in 1972 on what 3300 representative criminal justice personnel in four states expected of themselves and of others in other criminal justice positions in specific situations. The survey, through the administration of standardized questionnaires, collected data that was used as the primary source for identifying desired criminal justice system roles. The results of this initial research were subjected to additional carefully structured research involving field observation, search of the literature, expert opinion, and an
TRAINING


59. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.

60. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.

61. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.

62. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.

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67. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.

68. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.


71. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.

72. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.

73. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.

74. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.

75. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.

76. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.

77. J. E. TEAHAN. ROLE PLAYING AND GROUP EXPERIENCE IN PRACTICE. 1972. (CONFERENCE PROCEEDINGS) 160 P.
TRAINING APPROACHES

OPERATIONS UNIT. THE THREE-PHASE MULE TRAINING WOULD INCLUDE: A TECHNICAL PHASE DESIGNED AS AN INTRODUCTION TO A NUMBER OF SPECIALIZED AREAS; A MEDICAL PHASE, SUCH AS THE 81 HOUR EMERGENCY MEDICAL TECHNICIAN PROGRAM OR THE AMERICAN RED CROSS ADVANCE FIRST AID PROGRAM; AND A PSYCHOLOGICAL PHASE, WHICH PLACES EMPHASIS ON THE WAY PEOPLE THINK DURING PERIODS OF STRESS, CONFUSION, AND HOSTILITY. THE SPECIFIC ELEMENTS MAKING UP EACH OF THESE PHASES ARE OUTLINED IN DETAIL. THE SECOND METHOD OF DEALING WITH LOW POLICE OFFICER MOTIVATION AND MORALE INVOLVES THE APPRAISATION CONCEPT, INITIATING A NUMBER OF SYSTEMS FOR INDIVIDUAL RECOGNITION FOR THE ACCOMPLISHMENT OF AN OUTSTANDING TASK. DIFFERENT ACHIEVEMENTS FOR WHICH RECOGNITION AWARDS CAN BE GIVEN ARE ENUMERATED. A SHORT BIBLIOGRAPHY IS PROVIDED.

Availability: NCJRS MICROFICHE PROGRAM.
TRAINING EVALUATION

74. M. M. AXELBERG. EFFECTS OF FAMILY CRISIS INTERVENTION TRAINING ON POLICE BEHAVIOR AND LEVEL OF ANXIETY IN RESPONSE TO A DOMESTIC DISPUTE. 115 p. 1977. NCJ-510879

Police effectiveness in handling a simulated domestic dispute is assessed to test the impact of a 40-hour family crisis intervention training program. Fifty officers selected randomly from police departments in the Miami, Fla., area were assigned to two comparison groups and one treatment group. The behavioral skills and levels of anxiety exhibited by the officers in role-played intervention in a simulated family crisis situation were measured. One comparison group was tested without receiving any crisis intervention training. The second comparison group also received no training, but did receive written handouts describing training program content. The treatment group was tested after completing the training. Test results indicate that the training program was effective in teaching police officers appropriate behaviors for intervention in domestic disputes. The treatment group scored significantly higher than the comparison groups for all behavioral scale items except safety; training did not affect anxiety levels, possibly because the role-play situation simply did not elicit anxiety because the officers did not report their anxiety, or because the officers had become disassociated from their anxiety due to the nature of their job, supporting data, a list of references, and copies of study instruments (including a behavioral scale for measuring police effectiveness in domestic disputes) are included. (Author abstract modified)

Supplemental Notes: GEORGIA STATE UNIVERSITY-DOCTORAL DISSERTATION.
Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106. Stock Order No. 78-4859.

75. S. BARTELL ASSOCIATES INC. TRAINING ASSESSMENT AND PLANNING. CALIFORNIA COMMISSION ON PEACO OFFICER STANDARDS AND TRAINING, DEPARTMENT OF JUSTICE, 7100 BOWLING DRIVE, SUITE 250, SACRAMENTO CA 95814. 83 p. 1975. NCJ-299608

This report includes descriptions of project activities, evaluation activities, goal achievement, project content, and project impact, and provides an analysis of the project results in terms of cost. This final report of the human relations training-program (HRTP) represents two months of data collection and research and is to be used as the refunding report for the training program. The HRTP provides a ten-day training program for police recruits which familiarizes the student with the sociological and psychological aspects of community relations and human response, an analysis of the course content, instructors, handout materials, instructional techniques, and evaluation techniques is provided. In general, all these were found to be quite effective. An examination of the results of the HRTP in relation to other similar projects is included, the HRTP was found to compare very favorably with these projects. It is stated that the training is highly cost-effective, since the average cost per trainee was $55.63 dollars for 1974-75, with a projected cost of $121.00 dollars for 1975-76. It is the finding of the evaluation report that the HRTP is achieving the project objectives and has had an impact on the problem. The appendices include course evaluation forms and a human relations examination. (Author abstract modified)

Availability: NCJRS MICROFICHE PROGRAM.
A final evaluation report which assesses the needs, output, impacts, and course content of this program designed to provide the police recruit with increased understanding of human behavior and the police role. The evaluation activities consisted of an analysis of the program objectives, a study of each of the major course components, observations of course outputs, a review of recruits' personnel folders to check for citizen complaints, and a survey of recruits' opinions on the program. It was found that the HRP met the needs for human relations-training in the Philadelphia Police Department. The authors state that the Temple at present, is an excellent source for this training since the resources available for the training in terms of staff, and actives. A composite analysis of the course revealed the course content, instructors used, and instructional techniques used were of high training quality. However, it should be noted that 18 hours of the seventy-hour program are used for penal code instruction. The authors recommend that this penal code instruction be rescheduled to allow for more HRT time. Additionally, they state that video tape equipment should be strongly, considered as an approach for improving instructional techniques. The output analysis showed the HRP to have adequate outputs based on the number of men trained, hours of course content provided, and subjects covered in a two-week course. Final analysis, although not extensive, has shown that the officers who have received human relations training have had less citizen complaints against them. Officers who have taken the course agree that it is indeed an asset to their role definition and perception skills. The appendices include a recommended reading list, a temple university evaluation, and the evaluation questionnaire. (Author abstract modified)

Sponsoring Agency: Pennsylvania governor's Justice Commission, Pennsylvania Department of Justice, P.O. Box 1167, Federal Square STA, Harrisburg, PA 17120.

Availability: NCJRS Microfiche Program.


The development and evaluation of a 4-hour lecture course designed to help police officers identify and understand their prejudicial attitudes are documented. Forty-four police officers from Lane County Ore., and the city of Eugene, Ore., participated in the course, which was aimed at sensitizing them to the basic concepts of prejudice as it effects daily contacts between police and citizens. The officers completed tests before and after the lecture. As hypothesized, achievement test scores were higher after the lecture. Self-ratings remained relatively unchanged. Trained evaluations of the course were generally positive. The instructors also responded to questionnaire. The course, which was designed to teach police officers about race and other social factors (such as information on race and social class was provided) on dimensions of perceived similarity, friendliness, and social distance. The trainees perceived similarity and friendliness increased and social distance decreased after the course. It was concluded that the course sensitized the officers to their nature of prejudice and reduced significantly the officers' expressed prejudice toward the stimulus officers. The findings suggest that, given information concerning an individual's beliefs, the police officers react primarily in terms of similarity of beliefs and only very secondarily in terms of race. There is little evidence that the 'course consistently caused stereotypes to be rejected, or that the officers became less prejudiced or discrimination minded in their personal lives as a result of the course. However, it can be concluded that, as a result of the course, the officers were more likely to reject certain kinds of stereotypes, to support non-discrimination as a policy, and to accept casual personal contact with minorities supporting data, a bibliography, and copies of study instruments and the course curriculum are included.

Supplemental Notes: University of Oregon—Doctrinal Disassociation

Availability: University Microfilms, 300 North Zeeb Road, Ann Arbor MI 48106. Stock Order No: 75-18,722.


Discussion of the organization, administration, support services, and training operations. The purpose of this study was to identify present responsibilities and provide recommendations for improvement. The study team consisted of three persons who were responsible for providing law enforcement training in their respective states. Oregon, Indiana, and South Carolina. The evaluation was conducted by means of an on-site inspection of the Academy. One hundred thirty-five recommendations for improvement were made by the evaluation team. These are summarized at the end of the report. Proposed legislative changes are also included. The Appendix includes model lesson plans, performance objectives and differential cut scores, and a model evaluation format.

Sponsoring Agency: Tennessee Law Enforcement Training Academy, P.O. Box 2433, Donelson TX 37214.

Availability: NCJRS Microfiche Program.


A dynamic continuous feedback model, purported to be more comprehensive and well-integrated, than previously existing models, is developed for the evaluation of police training programs. Key variables relating to police training are extracted from relevant literature and systematically organized to provide a broad and comprehensive overview of those factors which must be considered. The present state of the art in terms of training evaluation methodology is also reviewed. The evaluation model incorporates factors influencing both program design and objectives and field performance. The patrolmen, command personnel, interrelated agencies, elected officials, and the public are tapped for input and feedback. Although data was originally drawn from the Toledo—Lucas County, Ohio, area, where the model was developed, data was eventually incorporated from throughout the state. Model procedures and data are presented in charts and diagrams. Police training objectives, procedures, and evaluation programs are reviewed for a number of police departments in appendices.

Sponsoring Agency: US Department of Justice Law Enforcement Assistance Administration.

THE COUNCIL IS DIRECTLY RESPONSIBLE FOR TRAINING MORE THAN 400 NEW POLICE RECRUITS A YEAR AND IS RESPONSIBLE FOR CERTIFYING ALL POLICE TRAINING PROGRAMS IN THE STATE. THIS REPORT PROVIDES A PRELIMINARY ASSESSMENT OF THE MANNER AND EXTENT TO WHICH THE MPTC IS PRESENTLY CARRYING OUT ITS LEGISLATIVE MANDATED RESPONSIBILITIES AND SOME BRIEF OBSERVATIONS AS TO WAYS IN WHICH THE MPTC'S CURRENT INTERNAL MANAGEMENT AND OPERATION MIGHT BE IMPROVED. ALSO INCLUDED IS A FIRST DRAFT OF A REQUEST FOR PROPOSAL OF A STUDY TO (A) DETERMINE THE NATURE AND VOLUME OF MUNICIPAL POLICE RECRUIT AND IN-SERVICE TRAINING NEEDS; (B) IDENTIFY RELEVANT MPTC PROGRAM OBJECTIVES; AND (C) PROPOSE, EVALUATE, AND RECOMMEND ALTERNATIVE OPERATIONAL PROGRAMS FOR MEETING BOTH SHORT-RANGE AND LONG-RANGE GOALS AND OBJECTIVES.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.
Availability: NCJRS MICROFICHE PROGRAM.


THE APPLICATION OF A METHODOLOGY FOR STANDARDIZING AND QUANTIFYING BELIEFS ABOUT PROGRAM OBJECTIVES, AND THE METHODS FOR ATTAINING THEM. THE PURPOSE OF THIS STUDY WAS TO DISCOVER SPECIFIC AREAS OF UNCERTAINTY, DISAGREEMENT, AND DISCONTINUITY IN PARTICULAR TRAINING PROGRAMS. TWO LEVELS OF POLICE TRAINING AND ONE PRISON OFFICER TRAINING COURSE IN THE UNITED KINGDOM WERE INVOLVED IN THIS RESEARCH STUDY. SIXTY PROGRAMS ARE EVALUATED ACCORDING TO THE DEGREE TO WHICH THEIR OBJECTIVES ARE FULFILLED, STATED OBJECTIVES WERE COMPARED TO THOSE PERCEIVED BY BOTH THE INSTRUCTORS AND THE TRAINEES. JUDGMENTS AS TO WHAT THE OBJECTIVES OF THE PROGRAM SHOULD BE AS OPPOSED TO WHAT THEY ACTUALLY WERE. ANOTHER Bash IS THE REFINEMENT OF THE EVALUATION METHODOLOGY USED. STUDY RESULTS FOR THE THREE TRAINING PROGRAMS ARE DISCUSSED INDIVIDUALLY.

Availability: NCJRS MICROFICHE PROGRAM.


FINAL REPORT OF AN EVALUATION STUDY DESIGNED TO MEASURE THE IMPACT OF THIS TRAINING PROGRAM. A QUESTIONNAIRE WAS ADMINISTERED TO A SAMPLE OF 100 POLICE OFFICERS (SLIGHTLY MORE THAN 50 PER CENT OF ALL THE LAW ENFORCEMENT OFFICERS WHO HAD PARTICIPATED IN THE COURSE) OVER 70 PER CENT OF THE TRAINEES STATED THAT THEY WOULD BE ABLE TO APPLY WHAT THEY HAD LEARNED IN THEIR WORK, ALMOST 80 PER CENT INDICATED THAT THEY HAD GAINED A BETTER UNDERSTANDING OF PEOPLE AND MORE KNOWLEDGE AND TECHNIQUES. LESS THAN 20 PER CENT STATED THAT THEY WOULD NOT BE ABLE TO APPLY THE COURSE CONTENT AND MATERIAL LEARNED. EVALUATORS STRONGLY RECOMMENDED THAT THE FAMILY CRISIS PROJECT TRAINING COURSE BE CONTINUED. A COPY OF THE EVALUATION QUESTIONNAIRES AND DATA ON INDIVIDUAL RESPONSES ARE AVAILABLE IN THE APPENDIX.

Sponsoring Agency: MULTNOMAH COUNTY SHERIFF'S DIVISION, 1021 SW 4TH AVENUE, PORTLAND OR 97204.
Availability: NCJRS MICROFICHE PROGRAM.


A FEBRUARY 1973 REPORT ON AN EVALUATION OF THE INDIANA UNIVERSITY POLICE ACADEMY CADET PROGRAM WHICH PROVIDES ON-THE-JOB LAW ENFORCEMENT TRAINING TO STUDENTS AS A PART-TIME SUPPLEMENT TO FULL-TIME COLLEGE STUDIES. THE EVALUATOR INTERVIEWED ACADEMY AND LOCAL LAW ENFORCEMENT ADMINISTRATORS, AND CADETS, EXAMINED DOCUMENTS AND RECORDS, AND MADE RECOMMENDATIONS IT WAS URGED THAT CADETS WEARING FIREARMS ON CAMPUS IN THEIR CAPACITY AS PART-TIME SECURITY OFFICERS--DO SO AS UNOBSERVABLY AS POSSIBLE, AND THAT THEIR TRAINING AND QUALIFICATIONS BE STRESSED. IT WAS ALSO SUGGESTED THAT CADETS BE ASSIGNED TO PATROL AND INVESTIGATIVE DUTIES. THE PROGRAM WAS SAID TO BE OF CONSIDERABLE OVERALL VALUE IN PRODUCING ENTHUSIASTIC AND QUALIFIED RECRUITS.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.
Availability: NCJRS MICROFICHE PROGRAM.


AN ASSESSMENT WHICH INCLUDES BACKGROUND INFORMATION ON THE CENTER, A DESCRIPTION AND ANALYSIS OF CURRICULA, AN ANALYSIS OF INTERVIEWS WITH CRIMINAL JUSTICE PERSONNEL AND A COST ANALYSIS. THE WASHINGTON CRIMINAL JUSTICE EDUCATION AND TRAINING CENTER (WCJETC) HAS OFFERED CONTINUOUS TRAINING PROGRAMS FOR PERSONNEL IN ALL PARTS OF THE CRIMINAL JUSTICE SYSTEM. THE GOALS OF THE CENTER ARE TO TEST THE FEASIBILITY OF CONDUCTING MULTIDISCIPLINARY TRAINING ON AN ONGOING BASIS, TO PROMOTE INTEGRATION OF THE CRIMINAL JUSTICE SYSTEM IN WASHINGTON, AND TO PROVIDE EFFECTIVE TRAINING ORIENTED TOWARD EACH DISCIPLINE IN THE CRIMINAL JUSTICE SYSTEM. IN EVALUATING THE WCJETC, SEVERAL TYPES OF INFORMATION WERE GATHERED, INCLUDING: INTERVIEWS WITH PROGRAM DESIGNERS AND ADMINISTRATORS, DESCRIPTIONS AND ANALYSIS OF CURRICULA, COSTS OF VARIOUS TRAINING MODES, QUESTIONNAIRE RESPONSES FROM LAW ENFORCEMENT OFFICERS ATTENDING THE MOST RECENT BASIC ACADEMY CLASS, AND INTERVIEWS WITH 300 CRIMINAL JUSTICE PRACTITIONERS. IT IS CONCLUDED THAT, WITH SOME QUALIFICATIONS, THE CENTER CAN BE SAID TO HAVE MET EACH OF ITS GOALS. THE EXPERIMENT SHOWED THAT MULTIDISCIPLINARY TRAINING WAS FEASIBLE, THAT INCREASED WILLINGNESS TO COMMUNICATE WAS DEMONSTRATED BY THOSE TAKING INTERDISCIPLINARY COURSES, AND THAT MOST OF ITS TRAINING PROGRAMS WERE SUCCESSFUL. IT WAS ALSO FOUND THAT COSTS OF THE TRAINING WERE HIGH, BUT THIS WAS MAINLY A RESULT OF THE PROGRAM'S EXPERIMENTAL NATURE AND THE NECESSITY OF OPERATING THROUGH A SERIES OF EXTREMELY SHORT-TERM GRANTS. (AUTHOR ABSTRACT MODIFIED)

Sponsoring Agency: WASHINGTON CRIMINAL JUSTICE EDUCATION AND TRAINING CENTER.
Availability: NCJRS MICROFICHE PROGRAM.

TRAINING EVALUATION

POLICE


Sponsoring Agency: INDIANA CRIMINAL JUSTICE PLANNING AGENCY 215 NORTH SENATE INDIANAPOLIS IN 46202
Availability: NCJRS MICROFICHE PROGRAM


Supplemental Notes: SYRACUSE UNIVERSITY—DOCTORAL DISSERTATION
Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD, ANN ARBOR MI 48106

88. L. T. HOOVER. COLORADO LAW ENFORCEMENT TRAINING ACADEMY—REVIEW OF REVISED MANDATORY BASIC TRAINING CURRICULUM—POLICE TECHNICAL ASSISTANCE REPORT. PUBLIC ADMINISTRATION SERVICE, 1716 MASSACHUSETTS AVENUE, NW, WASHINGTON DC 20036. 30 p. 1976. NCJ-36432

TECHNICAL ASSISTANCE STUDY OF COLORADO LAW ENFORCEMENT TRAINING ACADEMY'S (CLETA) EFFORTS TO EXPAND THE STATE'S BASIC 200-HOUR POLICE TRAINING CURRICULUM TO THE NATIONALLY RECOGNIZED 400-HOUR MINIMUM BY 1977. ASSISTANCE WAS REQUESTED TO REVIEW THE 240-HOUR BASIC LAW ENFORCEMENT CURRICULUM FOR GENERAL CONTENT RECOMMENDATIONS AND TO DEVELOP SUGGESTIONS RELEVANT TO MODULARIZATION OF THE CURRICULUM. THE CONSULTANT MET PROFESSIONALLY WITH REPRESENTATIVES OF CLETA AND THE COLORADO DIVISION OF CRIMINAL JUSTICE AND THE OFFICER IN CHARGE OF CLETA TO DISCUSS CURRICULAR AND ADMINISTRATIVE ISSUES RELATIVE TO CLETA PROGRAMMING. THE CONSULTANT FOUND THAT THE REVISED 240-HOUR PROGRAM REFLECTS CONSIDERABLY MORE ATTENTION TO SOCIAL PROBLEMS AND ISSUES CONFRONTING LAW ENFORCEMENT THAN DID THE PREVIOUS 200-HOUR CURRICULUM AND ENCOURAGES THIS DEVELOPMENT BY SUGGESTING SPECIFIC CONTENT MODIFICATIONS. HE FURTHER FOUND THAT MODULARIZATION OF COURSE CONTENT IS NOT FEASIBLE AT THE PRESENT TIME AND DEVELOPED AN IDEAL SCHEDULE FOR SPECIFYING COURSE OBJECTIVES AND CONTENT AS A PREREQUISITE TO MODULARIZATION.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
Availability: NCJRS MICROFICHE PROGRAM

89. P. R. JEANNERET and J. A. DUBIN. HOUSTON (TX)—A VALIDITY STUDY OF POLICE OFFICER SELECTION, TRAINING AND PROMOTION, V 8—EVALUATION AND VALIDIFICATION OF THE HOUSTON POLICE DEPARTMENT ACADEMY AND PROBATIONARY TRAINING PERIOD. LIFSON, WILSON, FERGUSON AND WINICK, INC, 3223 SMITH STREET, SUITE 212, HOUSTON TX 77008. 201 p. 1977. NCJ-51912

THE HOUSTON (TEX.) POLICE DEPARTMENT ENTRY-LEVEL TRAINING PROGRAM CONSISTS OF A FORMAL 16-TO 18-WEEK COURSE AT THE ACADEMY AND 6 MONTHS OF ON-THE-JOB TRAINING. THE PROGRAM IS EVALUATED FOR EFFECTIVENESS AND JOB-RELATEDNESS. THE RESEARCH METHODOLOGY INCLUDED RELATING TECHNIQUES THAT WOULD PROVIDE QUANTITATIVE DATA FOR EVALUATING THE TRAINING PROCESS, ALTHOUGH CERTAIN CONCLUSIONS, SUCH AS INSTRUCTOR PERFORMANCE, WERE BASED ON RESEARCHERS' JUDGMENT. AN OVERVIEW OF THE TRAINING RESEARCH CRITERIA IS PRESENTED AND THE TASK-BASED APPROACH TO TRAINING EVALUATION USED IN THE STUDY IS DESCRIBED. ON AN OVERALL BASIS, THE HOUSTON POLICE DEPARTMENT TRAINING PROGRAM WAS SHOWN TO BE JOB RELATED, VALID, AND EFFECTIVE. SPECIFIC WEAKNESS WERE DISCOVERED, HOWEVER, FOR BOTH THE
TRAINING

PROGRAM WAS CONSIDERED SUCCESSFUL FOR INSTRUCTION IN
DIVISIONAL RECORDS AND CITATIONS, BUT LESS SO FOR FORM
DETERMINATION, FOR WHICH I HAD LESS DIRECT EXPERIENCE.
THE EXPERIMENTAL GROUP USING THE NEW MATERIALS DID NOT
PERFORM AS WELL ON THE REPORT WRITING POST TEST AS DID
THE CONTROL GROUP USING CONVENTIONAL MATERIALS, AND IT WAS
SUGGESTED THAT THE PROBLEMS ENCOUNTERED IN THE USE OF THE MATERIALS
COULD HAVE ARISEN FROM STUDENT AND INSTRUCTOR UNFAMILIARITY
WITH APPROPRIATE SELF-INSTRUCTION PROCEDURES.

Sponsoring Agency: CALIFORNIA COUNCIL ON CRIMINAL JUSTICE,
7171 BOWLING DRIVE, SACRAMENTO, CA 95823.

Availability: NCJRS MICROFICHE PROGRAM.

92. B. J. KUHN. MICHIGAN LAW ENFORCEMENT OFFICERS
TRAINING COUNCIL—LAW ENFORCEMENT TRAINING FACILITY,
EVALUATION GUIDE. MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL. 60 P.
NCJ-296283

AN EVALUATION INSTRUMENT FOR SURVEYING AND NUMERICAL
RATING SEVENTEEN MAJOR AREAS OF A LAW ENFORCEMENT TRAINING FACILITY TO DETERMINE TO WHAT DEGREE THAT THE
FACILITY CAN FULLY MEET THE OBJECTIVES OF THE TRAINING PROGRAM. THE USE OF THE EVALUATION SURVEY AND THE RATING SYSTEM
ARE EXPLAINED. APPENDED MATERIALS ARE AS FOLLOW MINIMUM BASIC POLICE TRAINING CURRICULUM, LAYOUT OF ACLASSROOM TRAINING TRAINER, SUGGESTED MINIMUM LAW ENFORCEMENT LIBRARY, SUGGESTED ANNOTATED FILM BIBLIOGRAPHY,
AND THE SCHOOL INSPECTION FORM USED PRIOR TO THIS EVALUATION GUIDE.

Availability: NCJRS MICROFICHE PROGRAM.

93. MINNESOTA CRIME CONTROL PLANNING BOARD, 444 LAFAYETTE ROAD, ST PAUL MN 55101. MINNESOTA PEACE OFFICER TRAINING AND EDUCATION—FINAL EVALUATION REPORT—SUMMARY. 44 P.
NCJ-46154

THE METHODS, FINDINGS, AND RECOMMENDATIONS OF AN EVALUATION OF LAW ENFORCEMENT TRAINING AND EDUCATIONAL PROGRAMS IN MINNESOTA ARE SUMMARIZED. EVALUATION FINDINGS RELATE TO THE TRAINING DELIVERY SYSTEM, BASIC TRAINING CURRICULUMS, AND THE CHARACTERISTICS OF TRAINEES. TRAINING REQUIREMENTS, REIMBURSEMENT TO LOCAL COMMUNITIES FOR THE COSTS OF TRAINING LAW ENFORCEMENT PERSONNEL, MINIMUM BASIC TRAINING CURRICULUM, LOCATION OF TRAINING FACILITIES, AND REIMBURSEMENT TO LOCAL COMMUNITIES FOR THE COSTS OF TRAINING LAW ENFORCEMENT TRAINING ARE DIRECTED TO THE STATE LEGISLATURE AND TO THE BOARD OF PEACE OFFICER STANDARDS AND TRAINING. A BIBLIOGRAPHY OF POLICE TRAINING EVALUATION PROJECT REPORTS IS APPENDED. CHARTS RELATIVE TO TRAINING NEEDS, RECRUITMENT PATTERNS, STANDARDS, AND PROBATIONARY PERIODS ARE INCLUDED.

Sponsoring Agency: US DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION.

Availability: NCJRS MICROFICHE PROGRAM.


DESCRIPTION AND EVALUATION OF THE EFFECTS OF A VOLUNTEER SEATTLE POLICE PROGRAM INVOLVING TRAINING IN-DEPTH IN SENSITIVITY TRAINING, COMMUNITY SERVICE, WORKING WITH YOUTH GROUPS, AND GENERAL INTERPERSONAL RELATIONS. THE STUDY WAS CONDUCTED WITH 48 OFFICERS PARTICIPATING IN AN INTENSIVE 8-DAY COMMUNICATION ORIENTATION WORKSHOP AND 28 OTHER OFFICERS AS A CONTROL GROUP. THE EDWARDS PERSONALITY INVENTORY WAS ADMINISTERED PRE AND POST.
TRAINING EVALUATION

TO BOTH GROUPS, AND QUESTIONNAIRE RESPONSES OBTAINED BEFORE AND AFTER THE PROGRAM FROM RESIDENTS WHO HAD NONADVERSE (NO ARREST, NO CITATION) CONTACT WITH OFFICERS IN BOTH GROUPS THE EXPERIMENTAL OFFICERS WERE REPORTED BY RESIDENTS AFTER TRAINING AS SIGNIFICANTLY MORE WARM AND CIVILIZED, BEHAVING MORE AS COWORKERS, AND LEAVING THE CITIZENS FEELING GENERALLY SATISFIED WITH THE CONTACT CONTROLS WERE REPORTED AS COMMUNICATING LITTLE UNDERSTANDING, AS TRAFFICKING THE CITIZEN MORE LIKE A CASE MAN AS AN INDIVIDUAL, AND GENERALLY CREATING LITTLE UNDERSTANDING, AS TRAFFICKING THE CITIZEN AND LEAVING THE CITIZENS FEELING MORE WARM AND SINCERE, BEHAVING MORE AS COWORKERS, NONADVERSIVE (NO ARREST, NO CITATION) CONTACT WITH OFFICERS WAS RECOMMENDED, AS WELL AS THE ESTABLISHMENT OF UNITS OF FIELD EXPERIENCE TO REDUCE HOSTILITY WITHIN THE ORGANIZATION. THE SEMI-MILITARY NATURE OF THE POLICE ORGANIZATION WOULD BE RESISTANT TO CHANGE, AND THAT THE LARGER THE POLICE ORGANIZATION, THE LESS POSSIBILITY FOR ORGANIZATIONAL CHANGE, A HISTORICAL REVIEW OF POLICE LEADERSHIP AND POLICE ORGANIZATION IS PRESENTED ALONG WITH A DISCUSSION OF THE HISTORICAL DEVELOPMENT OF POLICE TRAINING IN CALIFORNIA.

The principles of supervision, middle management, and organization are defined along with the variants of middle management systems. Police middle managers, styles selection and promotion of middle managers, and the trend toward middle management training and education are discussed. The study was limited to 41 courses conducted in three California universities from 1969-1974. A total of 860 police managers representing over 140 agencies were contacted by questionnaire, with 436 managers responding from 125 agencies. The questionnaire elicited personal perceptions of program value and the respondents' attitudes toward their parent organizations. Results were statistically analyzed. Findings indicated that police middle management courses have little impact upon the police organizations. Managers who possessed higher levels of formal education and who were satisfied with their organizational environments reported the greatest satisfaction with course content. Managers from larger departments felt the training to be of less value than those from smaller departments; they felt less able to exercise influence within their organizational environments. It is recommended that the training course be restructured and retitled and that participation be required at all levels of police management. Older managers should be encouraged to attend various course programs, and reaction to and implementation of training program concepts should be considered in the course content and evaluation. Appendixes contain the survey instrument and a listing of participating and nonparticipating agencies. A selected bibliography is included.

Supplemental Notes: Claremont Graduate School — Doctoral Dissertation.

Availability: University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106. Stock/Order N0. 76-25825.


The effectiveness of an experimental training program designed to improve family-crisis intervention skills of police officers is assessed. The study was conducted at the Oxnard Calif. Police Department.
TWENTY-THREE EXPERIMENTAL TRAINEES PARTICIPATED IN A 32-HOUR PROGRAM DEVELOPED FOR THE STUDY. WHILE 23 CON-
TROL TRAINEES RECEIVED 12 HOURS OF "PSUEDOTRAINING" PATTERNS OF BEHAVIOR, DETECTIVES, AND LIEUTENANTS, AND LI-
PARTICIPATED EXPERIMENTAL TRAINING INVOLVED STRUCTURED PRACTICE OF SKILLS REQUIRED IN FAMILY CRISIS MEDIA-
TION, PRIMARILY THROUGH ROLE-PLAY EXERCISES AND SYSTEM-
ATIC FEEDBACK FROM PEERS, THE TRAINER, VIDEO PLAYBACKS, AND MODELING. THE PSUEDOTRAINING CONSISTED OF CASE HISTORY
PRESENTATIONS BY OFFICERS AND DIDACTIC "MINDENCURES" BY THE TRAINER. THE EFFECTIVENESS OF THE TRAINING
WAS ASSESSED BY MEASURING CHANGES IN OBSERVABLE INTERVIEWING BEHAVIOR AND CHANGES IN SELF-REPORTED
LEVELS OF APREHENSION REGARDING COMMUNICATION. THE ASSESSMENT OF INTERVIEWING BEHAVIOR COVERED INTRODU-
CTIONS, 'HELPER BEHAVIORS, AND INFORMATION 'GATHERING
AND GIVING. THE EXPERIMENTAL TRAINING WAS EFFECTIVE IN
ACHIEVING LASTING IMPROVEMENTS IN INTERVIEWING BEHAV-
IOR. SELF-REPORTED APREHENSION ABOUT COMMUNICATION
WAS REDUCED IN ALL SUBJECTS, REGARDLESS OF THE TYPE OF
TRAINING. IMPORTANT FACTORS IN THE SUCCESS OF THE EX-
PERIMENTAL TRAINING INCLUDED THE SUPPORT OF THE POLICE
CHIEF, THE PRESENCE OF RANKED OFFICERS, AND THE FACT
THAT TRAINEES WERE BEING ASKED TO SERVE AS MEDIATORS
RATHER THAN THERAPISTS. IMPLICATIONS OF THE FINDINGS
FOR FURTHER STUDY, INCLUDING A DETERMINATION OF WHETHER
COMMUNICATION TRAINING SHOULD BE OFFERED TO ENTIRE
DEPARTMENTS OR ONLY TO CERTAIN SPECIALISTS, ARE DIS-
CUSSED. A LITERATURE REVIEW, DETAILS OF THE TRAINING AND
OF STATISTICAL ANALYSES OF TRAINING OUTCOMES, PARTICI-
PANT EVALUATIONS OF THE PROGRAM, COPIES OF TRAINING
MATERIALS AND EVALUATION INSTRUMENTS, SUPPORTING DATA,
AND A LIST OF REFERENCES ARE INCLUDED.

Supplemental Notes: UNIVERSITY OF HOUSTON--DOCTORAL DIS-
SERTATION.
Availability: UNIVERSITY MICROFILMS, 300 NORTH ZEEB ROAD
ANN ARBOR MI 48106. Stock Order No. 76-26,890.

99. J. SEITZINGER and J. BURKE. MARYLAND--EVALUA-
TION OF POLICE RECRUIT TRAINING COMMISSION--
POLICE TECHNICAL ASSISTANCE REPORT. WESTING-

NCJ-375239
REPORT ON ASSISTANCE PROVIDED TO THE MARYLAND POLICE
TRAINING COMMISSION (MPTC) TO AID IN ESTABLISHING A FEAS-
IBLE PLAN FOR DEVELOPING AN OPERATIONAL EVALUATION
SYSTEM FOR RECRUIT TRAINING PROGRAMS. THE CONSUL-
TANTS REVIEWED THE MPTC'S HISTORY AS WELL AS LITERA-
TURE PERTAINING TO LAW ENFORCEMENT TRAINING, EVALUA-
TION, TESTING, AND CURRICULUM DEVELOPMENT. IN ADDITION,
ONSITE VISITS WERE MADE TO MPTC TRAINING CENTERS AND
SEVERAL TRAINING OFFICERS WERE INTERVIEWED. IT WAS CON-
CLUDED THAT A MISSION STATEMENT OF THE MPTC ENUMERAT-
ING THE PURPOSE AND FUTURE OF THE TRAINING PROGRAM
MUST BE DEVELOPED AND DESIGN CRITERIA AND PERFORM-
ANCE GOALS SHOULD BE DESIGNED CONGRUENT TO THE MISSION.
OTHER CONCLUSIONS CALL FOR REVISION OF TESTING
PROCEDURES AND ENTRANCE-LEVEL COURSE EVALUATION IN-
STRUMENTS; REASSESSMENT OF CURRENT MANPOWER
STRENGTH AND INSTRUCTOR TRAINING; AND THE PURCHASE OF
COMPUTER HARDWARE AND SOFTWARE TO AID IN DATA COL-
LECTION, ANALYSIS, AND RETRIEVAL. RECOMMENDATIONS ARE
 EXPRESSED IN TERMS OF FEEDBACK REGARDING THE GENERAL COM-
MENTS INDICATING ACTIVITIES WHICH MUST BE COMPLETED
PRIOR TO EVALUATION PLANNING; ENABLING RECOMMENDA-
TIONS DESCRIBING ACTIVITIES WHICH MUST BE COMPLETED
PRIOR TO EVALUATION IMPLEMENTATION; AND SPECIFIC RECOM-
MENDATIONS OUTLINING ACTUAL EVALUATION ACTIVITIES.

Supplemental Notes: UNIVERSITY MICROFILM PROGRAM.
Availability: NCJRS MICROFICHE PROGRAM.

100. D. C. SMITH and J. OSTROM. EFFECTS OF TRAINING
AND EDUCATION ON POLICE ATTITUDES AND PERFORM-
ANCE (FROM POLICE EFFECTIVENESS IN HANDLING DISTUR-
BANCE CALLS, 1974 BY HERBERT JACOB--SEE NCJ-19999).
SAGE PUBLICATIONS, INC. 275 SOUTH BEVERLY DRIVE,
BEVERLY HILLS CA 90212. 36 p. 1974. NCJ-19999
REPORT OF A STUDY WHICH FOUND THAT THE AMOUNT OF
TRAINING AND SCHOOLING IS NOT RELATED TO MORE FIRM ADHERENCE TO LEGAL PRINCIPLES, NOR RELAT-
ED TO PUBLIC PERCEPTIONS OF THE QUALITY OF THEIR POLICE.
THE STUDY WAS BASED ON DATA COLLECTED DURING THE
SPRING AND SUMMER OF 1972 IN THE ST. LOUIS METROPOLITAN
AREA. DATA WAS OBTAINED FROM INTERVIEWS WITH 712 POLICE
OFFICERS EMPLOYED IN 29 DIFFERENT POLICE DEPARTMENTS,
AND FROM A SURVEY OF 4,000 CITIZENS DISTRIBUTED ACROSS
JURISDICTIONS SERVED BY THE 29 POLICE DEPARTMENTS.
LITTLE EVIDENCE WAS FOUND TO SUPPORT THE CLAIMS WHICH
HAVE BEEN MADE FOR THE BENEFICIAL EFFECTS OF LONGER
PERIODS OF TRAINING FOR POLICE AN OFFICER'S TOTAL WEEKS
OF TRAINING OR LENGTH OF TRAINING AS A RECRUIT DID NOT
SEEM TO HAVE AN IMPORTANT IMPACT ON HIS FEELINGS OF
PREPAREDNESS FOR SPECIFIC ASSIGNMENTS OR HIS ATTITUDES
TOWARDS SELECTED LAW ENFORCEMENT CONTROVERSIES. OFFI-
CERS WITH A HIGHER LEVEL OF TRAINING DID NOT RECEIVE
HIGHER EVALUATIONS FROM THE CITIZENS THEY SERVE THAN
DID THEIR COUNTERPARTS NON-WERE THEY PARTICULARLY
MORE SUCCESSFUL IN OBTAINING WARRANTS WHEN THEY AP-
PLIED FOR THEM FROM THE PROSECUTING ATTORNEY. THE REL-
ATIONSHPBETWEEN COLLEGE EDUCATION LEVELS AND THE
DEPENDENT VARIABLES INCLUDED IN THIS ANALYSIS WERE
WEAKLY CONSISTENT WITH PREDICTIONS OF THOSE ADVOCAT-
ING EDUCATION AS AN IMPORTANT REFORM IN THE POLICE
FIELD WITH A FEW EXCEPTIONS, ALTHOUGH COLLEGE EDUCAT-
ED OFFICERS TEND TO BE MORE EDUCATED OFFICERS IN THE
ASSESSMENT OF THE APPROPRIATENESS OF A MILITARY
MODEL OF ORGANIZATION FOR POLICE DEPARTMENTS. ON
QUESTIONS ABOUT THEIR FEELING PREPARED FOR SPECIFIC
POLICE ASSIGNMENTS, COLLEGE EDUCATED OFFICERS TENDED
TO BE LESS CONFIDENT. DEPARTMENTS WHOSE OFFICERS HAD
HIGHER LEVELS OF COLLEGE EDUCATION WERE NOT GIVEN
HIGHER RATINGS BY THE CITIZENS THEY SERVE. NON-WERE THEY
MORE SUCCESSFUL THAN LESS EDUCATED DEPARTMENTS IN
OBTAINING WARRANTS. THE AUTHORS CONCLUDE THAT
WHILE CONSIDERABLY MORE ANALYSIS IS REQUIRED, THE RE-
SULTS FROM THIS STUDY PROVIDE SLIGHT CONFIRMATION
FOR HYPOTHESES DERIVED FROM POLICE REFORM LITER-
ATURE CALLING FOR HIGHER LEVELS OF TRAINING AND EDU-
CATION.

101. J. B. SNOOTUM and J. B. PEARCE. POLICE EFFECTIVE-
NESS IN HANDLING DISTURBANCE CALLS--AN EVALUA-
TION OF CRISIS INTERVENTION TRAINING. 13 p.
1977. NCJ-33840
THE EFFECTS OF A CRISIS INTERVENTION TRAINING COURSE ON
POLICE EFFECTIVENESS IN HANDLING DISTURBANCE CALLS ARE
ASSESSED IN THIS STUDY OF THE EL MONTE POLICE DEPART-
MENT, EL MONTE, CALIFORNIA. A 56-HOUR TRAINING COURSE
WAS ADMINISTERED TO ALL 64 PATROL OFFICERS IN THE EL
MONTE POLICE DEPARTMENT BY A TRAINER FROM AN OUTSIDE
CONSULTING ORGANIZATION. THE TRAINING INCLUDED THE
PURCHASE OF POLICE EQUIPMENT AND MATERIALS, AND FROM A SURVEY OF 4,000 CITIZENS DISTRIBUTED ACROSS
JURISDICTIONS SERVED BY THE 29 POLICE DEPARTMENTS.
LITTLE EVIDENCE WAS FOUND TO SUPPORT THE CLAIMS WHICH
HAVE BEEN MADE FOR THE BENEFICIAL EFFECTS OF LONGER
PERIODS OF TRAINING FOR POLICE AN OFFICER'S TOTAL WEEKS
OF TRAINING OR LENGTH OF TRAINING AS A RECRUIT DID NOT
SEEM TO HAVE AN IMPORTANT IMPACT ON HIS FEELINGS OF
PREPAREDNESS FOR SPECIFIC ASSIGNMENTS OR HIS ATTITUDES
TOWARDS SELECTED LAW ENFORCEMENT CONTROVERSIES. OFFI-
CERS WITH A HIGHER LEVEL OF TRAINING DID NOT RECEIVE
HIGHER EVALUATIONS FROM THE CITIZENS THEY SERVE THAN
DID THEIR COUNTERPARTS NON-WERE THEY PARTICULARLY
MORE SUCCESSFUL IN OBTAINING WARRANTS WHEN THEY AP-
PLIED FOR THEM FROM THE PROSECUTING ATTORNEY. THE REL-
ATIONSHPBETWEEN COLLEGE EDUCATION LEVELS AND THE
DEPENDENT VARIABLES INCLUDED IN THIS ANALYSIS WERE
WEAKLY CONSISTENT WITH PREDICTIONS OF THOSE ADVOCAT-
ING EDUCATION AS AN IMPORTANT REFORM IN THE POLICE
FIELD WITH A FEW EXCEPTIONS, ALTHOUGH COLLEGE EDUCAT-
ED OFFICERS TEND TO BE MORE EDUCATED OFFICERS IN THE
ASSESSMENT OF THE APPROPRIATENESS OF A MILITARY
MODEL OF ORGANIZATION FOR POLICE DEPARTMENTS. ON
QUESTIONS ABOUT THEIR FEELING PREPARED FOR SPECIFIC
POLICE ASSIGNMENTS, COLLEGE EDUCATED OFFICERS TENDED
TO BE LESS CONFIDENT. DEPARTMENTS WHOSE OFFICERS HAD
HIGHER LEVELS OF COLLEGE EDUCATION WERE NOT GIVEN
HIGHER RATINGS BY THE CITIZENS THEY SERVE. NON-WERE THEY
MORE SUCCESSFUL THAN LESS EDUCATED DEPARTMENTS IN
OBTAINING WARRANTS. THE AUTHORS CONCLUDE THAT
WHILE CONSIDERABLY MORE ANALYSIS IS REQUIRED, THE RE-
SULTS FROM THIS STUDY PROVIDE SLIGHT CONFIRMATION
FOR HYPOTHESES DERIVED FROM POLICE REFORM LITER-
ATURE CALLING FOR HIGHER LEVELS OF TRAINING AND EDU-
CATION.
TRAINING EVALUATION

That the approach procedure advocated in this training course was already in use by many of the police officers it was also believed that trained officers seemed better prepared to manage crisis situations in ways that built good police/community relation however, it did not appear that the training had an impact on a desired reduction of call-backs to the same address. The evaluations make six recommendations for this kind of crisis intervention: (1) experiment with a briefer course and increase the intensity of role playing by cutting back on elaborateness, (2) develop a cumulative file on disturbance calls in order to identify problem families, (3) make more extensive use of referrals to social and mental health agencies, (4) allow duty time for officers to follow up on referrals, (5) continue a random monitoring of police handling of disturbance calls using telephone surveys, and (6) develop a 2-hour training course for the managers of large apartment complexes and housing projects to teach the fundamentals of conflict management. Tables are appended.


EVALUATION FINDINGS FOR THE LAWRENCE (KS) INTEGRATED CRIMINAL APPREHENSION PROGRAM, V 1—EXECUTIVE SUMMARY AND EVALUATION DESIGN. 53 p. 1978. NCJ-515222

Evaluation findings for the lawrence (kans.) integrated criminal apprehension program (icap) show that first year objectives were met. The program focused on planning, problem identification, and developmental work. A crime analysis unit has updated department work, created new programs, special files, and the city warrant list, undertaken special analyses in response to individual officers' needs, and published a daily bulletin providing information on current police activities, updates of reported cases, and intelligence information. A citizens' survey conducted to determine community attitudes towards police work indicated that Lawrence residents strongly support the police and feel their neighborhoods are safe. The least-satisfied citizens tend to be male, divorced, lower income persons, and minorities. The detailed-problem-analysis task force developed a 46-hour training program for police, revised the daily activity log, realigned patrol deployment plans, created a new program for preliminary and followup investigations, and established a crime-prevention and known-offender program. The training program for both supervisory and regular officers successfully served as a means for transmitting information about professional skills, techniques, and the rationale and methods of the icap program. The training program for both supervisory and regular officers fairly served as a means for transmitting information about professional skills, techniques, and the rationale and methods of the icap program while fostering a cooperative spirit among all ranks of officers. Five major areas have been designated for implementation and evaluation during the second icap year including the information systems, personnel, development, criminal and criminal investigations, patrol operations, and the crime and career-criminal program. The appendices contain program goals and objectives and the evaluation design.

EVALUATION OF THE ADVANCED INDIVIDUAL TRAINING (AIT) PROGRAM. SAN JOSE POLICE DEPARTMENT, P.O. BOX 270, SAN JOSE CA 95153. 1976. NCJ-32140

This 80-hour San Jose police department in-service training program was developed to meet state mandated requirements for providing Advanced Officers training to all sworn personnel from police officer to captain. It was also designed to upgrade officer skills to meet the department's standards related to the issue of the use of force. The program consists of seven curriculum components—emergency care, defensive tactics, driver training, firearms, conflict management, chemical agents, and law technology. A cost-benefit analysis was conducted which focused on the effects of training on both immediate and long term performance of trainees. Pre and post tests measurements were used to evaluate the immediate, effects of the program. The program was found to be highly successful in attaining its program goals, but at a relatively high cost to the department. It was concluded that the ait program has a significant effect upon the cognitive and skill-performance achievement of trainees as tested immediately following their 80-hour training experiences, as compared against officers who have not received training, and as measured by the tests developed in this study. Several recommendations for improving the content, structure, and fiscal base of the program are presented. The appendix contains an outline of program goals, training objectives, and standards and an ait course synopsis.

POLICE

THIS 80-HOUR SAN JOSE POLICE DEPARTMENT IN-SERVICE TRAINING PROGRAM WAS DEVELOPED TO MEET STATE MANDATED REQUIREMENTS FOR PROVIDING ADVANCED OFFICERS TRAINING TO ALL S WORN PERSONNEL FROM POLICE OFFICER TO CAPTAIN. IT WAS ALSO DESIGNED TO UPGRADE OFFICER SKILLS TO MEET THE DEPARTMENT'S STANDARDS RELATED TO THE ISSUE OF THE USE OF FORCE. THE PROGRAM CONSISTS OF SEVEN CURRICULUM COMPONENTS—EMERGENCY CARE, DEFENSIVE TACTICS, DRIVER TRAINING, FIREARMS, CONFLICT MANAGEMENT, CHEMICAL AGENTS, AND LAW TECHNOLOGY. A COST-BENEFIT ANALYSIS WAS CONDUCTED WHICH FOCUSED ON THE EFFECTS OF TRAINING ON BOTH IMMEDIATE AND LONG TERM PERFORMANCE OF TRAINEES. PRE AND POST TESTS MEASUREMENTS WERE USED TO EVALUATE THE IMMEDIATE, EFFECTS OF THE PROGRAM. THE PROGRAM WAS FOUND TO BE HIGHLY SUCCESSFUL IN ATTAINING ITS PROGRAM GOALS, BUT AT A RELATIVELY HIGH COST TO THE DEPARTMENT. IT WAS CONCLUDED THAT THE AIT PROGRAM HAS A SIGNIFICANT EFFECT UPON THE COGNITIVE AND SKILL-PERFORMANCE ACHIEVEMENT OF TRAINEES AS TESTED IMMEDIATELY FOLLOWING THEIR 80-HOUR TRAINING EXPERIENCES, AS COMPARED AGAINST OFFICERS WHO HAVE NOT RECEIVED TRAINING, AND AS MEASURED BY THE TESTS DEVELOPED IN THIS STUDY. SEVERAL RECOMMENDATIONS FOR IMPROVING THE CONTENT, STRUCTURE, AND FISCAL BASE OF THE PROGRAM ARE PRESENTED. THE APPENDIX CONTAINS AN OUTLINE OF PROGRAM GOALS, TRAINING OBJECTIVES, AND STANDARDS AND AN AIT COURSE SYNOPSIS.

Availability: NCJRS MICROFICHE PROGRAM.

104. R. J. SUCHMAN, J. HUNGERLAND, AND W. J. MCGUIRE. IMPLEMENTATION AND FIELD VERIFICATION OF AN INDIVIDUALIZED PERFORMANCE-ORIENTED BASIC POLICE BASIC LAW ENFORCEMENT COURSE. HUMAN RESOURCES RESEARCH ORGANIZATION, 300 NORTH WASHINGTON STREET, ALEXANDRIA VA 22314. 67 p. 1978. NCJ-50172

Given U.S. Army's emphasis on performance-oriented instruction, this project was initiated to test the level of preparedness of graduates from a military police school. Three basic objectives of the project were to continue the conversion of the basic law enforcement course (blec) offered by the U.S. military school at fort mcclellan, ala., to a performance-oriented self-paced model, to develop an internal course monitoring system, and to conduct a field validation study of the preparedness of blec graduates to perform entry-level tasks on their first duty assignments. The project resulted in the first complete implementation of the performance-oriented Blec. It was clearly demonstrated that the open access, self-paced, continuous flow model is feasible from a training and management point of view, and findings show that graduates were adequately prepared to perform entry-level tasks on their first duty assignments. Ratings of task preparedness were made by supervisors and job incumbents, and mean ratings on all but 2 out of 43 tasks fell into the prepared to 'well-prepared' range. Tasks with high mean preparedness ratings were compared with those with low ratings. Two factors appeared to influence the effectiveness of task training, the extent to which the skill to be learned was hard or soft and the extent to which certain instructional principles were employed (performance orientation, individualization, mastery, and self-pacing). Higher preparedness ratings were achieved with hard skills than with soft skills. Supporting data and illustrations are included. Forms used in the project are appended.

Availability: NCJRS MICROFICHE PROGRAM.
A SYSTEM OF OPERATIONAL MEASURES USED TO EVALUATE POLICE PERFORMANCE TRAINING. SUGGESTED POLICE TRAINING AND PERFORMANCE STANDARDS, AND CURRICULUM ITEMS SUITABLE FOR PERFORMANCE MEASURING ARE DISCUSSED. EXISTING LITERATURE ON THE MEASUREMENT OF PERFORMANCE-ORIENTED TRAINING IS USED TO DEVELOP A THEORY OF TRAINING PERFORMANCE MEASUREMENT FOR CRIMINAL JUSTICE AGENCIES. THE THEORY COVERS PLANNING A PERFORMANCE MEASUREMENT, IMPLEMENTATION OF PERFORMANCE MEASURES, AND TARGET CHARACTERISTICS WHICH CAN BE MEASURED. SEVERAL POSSIBLE PERFORMANCE MEASURES FOR A POLICE TRAINING COURSE INCLUDE PERFORMANCE IN A MOCK TRAFFIC ACCIDENT, A MOCK CRIME SCENE INVESTIGATION, AND PROPER FINGERPRINTING AND OTHER COMMON POLICE PROCEDURES. A CHECKLIST SHOULD BE USED TO EVALUATE EACH STUDENT'S PERFORMANCE. SPECIAL PLANS SHOULD BE MADE TO OVERCOME SEX-RELATED OR CULTURALLY RELATED PROBLEMS AND TO INCLUDE STUDENTS WITH SPECIAL PROBLEMS IN REGULAR CLASSES AS QUICKLY AS POSSIBLE. STANDARDS FOR PERFORMANCE TESTING ARE DISCUSSED. A JOB DESCRIPTION FOR A COORDINATOR OF TESTING IS PRESENTED, AND THE WORK OF A PLANNING COMMITTEE IS DESCRIBED. FOOTNOTES CONTAIN REFERENCES.
Appendix—NASDLET Survey of the States*

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| Arkansas    | X                                 | 220                  |                                   |                       |                        |            |    |                |                    |                    |                  | X        | X             | X                      | X                  | X            | X                | X                | X               | X
| California  | X                                 | 200                  | X                                 | 80                   | X                      |            |    |                |                    |                    |                  | X        | X             | X                      | X                  | X            | X                | X                | X               | X
| Colorado    | X                                 | 290                  |                                   |                       |                        |            |    |                |                    |                    |                  | X        | X             |                        | X                  | X            | X                | X                | X               | X
| Connecticut | X                                 | 400                  |                                   |                       |                        |            |    |                |                    |                    |                  | X        | X             |                        | X                  | X            | X                | X                | X               | X
| Delaware    | X                                 | 350                  |                                   |                       |                        |            |    |                |                    |                    |                  | X        | X             |                        | X                  | X            | X                | X                | X               | X
| Florida     | X                                 | 320                  |                                   | 180                  | X                      |            |    |                |                    |                    |                  | X        | X             |                        | X                  | X            | X                | X                | X               | X
| Georgia     | X                                 | 240                  |                                   | 114                  | X                      |            |    |                |                    |                    |                  | X        | X             |                        | X                  | X            | X                | X                | X               | X
| Hawaii      |                                   |                       |                                   |                       |                        |            |    |                |                    |                    |                  | X        | X             |                        | X                  | X            | X                | X                | X               | X
| Idaho       | X                                 | 260                  |                                   |                       |                        |            |    |                |                    |                    |                  | X        | X             |                        | X                  | X            | X                | X                | X               | X
| Illinois    | X                                 | 240                  |                                   |                       |                        |            |    |                |                    |                    |                  | X        | X             |                        | X                  | X            | X                | X                | X               | X
| Indiana     | X                                 | 400                  |                                   |                       |                        |            |    |                |                    |                    |                  | X        | X             |                        | X                  | X            | X                | X                | X               | X
| Iowa        |                                   |                       |                                   |                       |                        |            |    |                |                    |                    |                  | X        | X             |                        | X                  | X            | X                | X                | X               | X
| Kansas      | X                                 | 200                  | X                                 | 200                  | X                      |            |    |                |                    |                    |                  | X        | X             |                        | X                  | X            | X                | X                | X               | X

* Courtesy of the National Association of State Directors of Law Enforcement Training. Information is based on a 1978 mailed survey; blank spaces reflect either a lack of response or nonapplicability of the questions.
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1. Arizona: Effective 1-78
2. Arkansas: Employing department has authority to waive
3. California: No basic training less than 400 hours
4. Connecticut: No mandated statewide standards
5. New Mexico: 200 hours by current practice
6. New Mexico: Selection standards for entry to New Mexico Law Enforcement Academy
7. Virginia: 124 hours for local officers/252 hours for state corrections officers
8. Washington: Effective 1-78
9. Wyoming: 200 hours additional training mandated
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