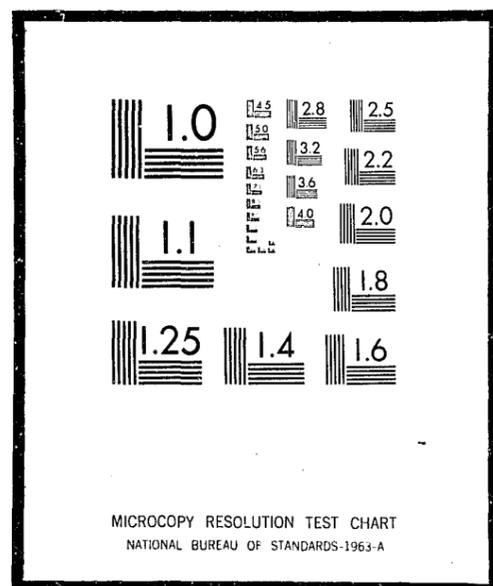


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Formerly titled
FAMILY CRISIS PROJECT

non loan

POLICE OFFICER REACTION TO
TRAINING IN CONFLICT MANAGEMENT
CONDUCTED BY THE FAMILY CRISIS PROJECT

Submitted to

Edward M. Colbach, M. D.
Project Director

and

Charles D. Fosterling, M. S. W., M. P. H.
Project Coordinator

by

Milton K. Davis, Ph.D.

Harvey A. Goeman

Northwest Psychological Services
5488 S. W. Dover Court
Portland, Oregon 97225

June 1, 1972

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INTRODUCTION

This is the final report of an evaluation study, phase II, designed to measure the impact of a training program conducted by the Family Crisis Project. The first report was titled "Evaluation of Police Training in Conflict Management Conducted by the Family Crisis Project" and was submitted to the Project Director and Project Coordinator on February 18, 1972. That report summarized the findings from 150 interviews with Multnomah County citizens who had recent occasion to utilize services of Multnomah County Sheriff's Division. Because this phase I report was antecedent to the current report, a brief summary of it has been included below.

SUMMARY OF FINDINGS ON THE PHASE I STUDY

The initial study was based upon a structured interview and a completion of a standard questionnaire with 150 Multnomah County Citizens who had recently had direct contact with a Multnomah County Deputy Sheriff. Citizen contacts were primarily of a Family Crisis nature, which had occurred within the past three weeks, and the interviews were conducted in the citizen's home. The primary goal was to determine if the behavior of those Deputy Sheriffs who had received the FCP Training was different from those who had not been trained. The number of completed interviews was: trained officers, 62; non-trained officers, 63; and those called with a ^{student} social worker present, 25. For present purposes, those called with a ^{student} social worker present can be ignored.

This initial evaluation was limited to the Multnomah County Sheriff's Department. It was also limited to those uniformed officers who were under 35 years of age and had a college degree. These limitations were imposed to minimize influences other than the training course experience.

Briefly, the results were as follows:

1. There was no difference between the behavior of the trained and the

non-trained group as perceived by citizen contact.

2. Citizens had a very favorable and positive attitude towards members of the Multnomah County Sheriff's Department.

Thus, that initial study did not contribute to answering the question of the impact and value of the FCP Training course. Therefore, a second evaluation was conducted. This second study was based upon reactions obtained from police officers who had participated in the course in Conflict Management.

STUDY DESIGN AND PROCEDURES

It was decided that this current evaluation would be based upon a patterned interview with a sample of 100 trained officers. After consultation with the Project Director and Project Coordinator, a questionnaire format was developed. A copy of this questionnaire has been placed in Appendix A. This questionnaire was designed to elicit a number of different reactions from trainees. Both objective, structured questions and questions which provided an opportunity for open-ended responses were used.

SOURCE OF TRAINEE SAMPLE

Although members from seven different law enforcement agencies have been included in the on-going training programs, the current sample included only six of these. In addition, no attempt was made to contact representatives of agencies other than those engaged in direct law enforcement. Members of the law enforcement agencies included in the sample were: Multnomah County Deputy Sheriff's Division; Portland State University Security Force; Hillsboro Police Department; Washington County Police Department; City of Vancouver Police Department; and the Portland Police Department. An attempt was made to include an approximate representation of trainee interviews according to the number of people who had received this training by departmental designation.

At the time the interviews were conducted, there had been approximately 165 people who had participated in the basic course in Conflict Management. There were a number of people who had taken the basic course and who had also received additional training. One law enforcement agency was not included in the sample. However, this was not serious because there had been a total of only two members sent to the training course. At the present time, there have been approximately 180 people trained in this course. The present report represents a pattern of responses from slightly more than 50 per cent of all law enforcement officers trained.

Interviews with trainees were conducted from February 29 to March 9, 1972. The formal training sessions began in December, 1970 and had continued until February 18, 1972. Since gathering data for this report, additional training courses have been offered.

CHARACTERISTICS OF TRAINEE SAMPLE

Table 1 presents data regarding the selected characteristics of age, education, and current assignment of police officer trainees. Examination of this table would indicate that 61 per cent of the trainee group were between 26 and 35 years of age. In terms of education, 11 per cent were high school graduates, 44 per cent had from one to three years of college, 26 per cent were college graduates, and 17 per cent had received post-college training.

In terms of current assignment, 46 per cent were classified as street or road officers. Those on special detail or in special administrative assignments totaled 22 per cent. Those classified as primarily line officers or basic supervisory personnel from the rank of sergeant and up totaled 32 per cent. The type of current assignment appeared to have a somewhat important degree of relationship to trainee reaction. This has been discussed in more detail later in the report.

TABLE I

CHARACTERISTICS OF THE POLICE OFFICER TRAINEES

AGE:

21-25	7%
26-30	35%
31-35	26%
36-40	10%
41-45	9%
46-50	10%
51-53	3%

EDUCATION:

8-11 Years	2%
High School Graduate	11%
Some College	24%
Two Years College	20%
College Graduate	26%
Post-Graduate	17%

CURRENT ASSIGNMENTS:

Street/Road Officers	46%
Special Detail (Detectives, Narcotics, Vice, Juveniles, Traffic/Fatality Investigators, Arson Investigators, D. A. Investigators, Robbery/Burglary, Special Investigators, Warrants, Women's Protective Division)	17%
Special Assignment-Administrative	5%
Administrative Supervisors, Line Officer Supervisors, Other Supervisory Personnel	25%
Higher Line Officers--Lieutenants, Captians, Deputy Chiefs, Undersheriffs, Chiefs	7%

Age and Amount of Education

The relationship between the current age and amount of education in this police officer sample was investigated.

The comparison between two age groups of police officers and their corresponding amount of education revealed that, generally speaking, younger officers had received more formal education. Of course, this is consistent with current practices.

An attempt was made to divide both age distribution and the education distribution at their respective medians. The distribution of each variable, age and education, were relatively equally distributed around the median. The results of this dichotomous proportioning has been reported below:

Age 21-32	Education 8-14	N
Age 21-32	Education 15-20	17%
Age 33-53	Education 8-14	32%
Age 33-53	Education 15-20	37%
		14%
		100%

A Chi-Square analysis was made on the above data. This analysis indicated that there was a non-random relationship between age and education significant at the .001 level. In other words, there is a definite tendency for younger officers to have a greater degree of exposure to formal education than older officers.

This is an expected result. It reflects the tendency for law enforcement agencies to upgrade educational background as a requirement for employment.

Age and Years of Police Experience

A comparison was made between the current age of each police officer and the number of years of police experience. Unfortunately, a Pearsonian Correlation Coefficient between these two variables was not made. However, observation of the scatter-diagram indicates a strong (.70-- 80) relationship between these two variables. In terms of entrance requirements and retirement policies, such

a relationship is to be expected. This point is mentioned primarily to provide greater insight into relationships with current assignment and education.

Age and Current Assignment

The relationship between age and current assignment was investigated. This was done, in part, because current assignment was probably also related to years of police service and education. Because age has been demonstrated to be related to both education and years of experience, this single factor appeared to have a very meaningful relationship to evaluating police officer responses to the training program.

The relationship between age and current assignment has been established for this trainee sample. Reference to Table I for current assignment might help interpret the abbreviated designations listed below:

<u>Age and Current Assignment</u>	<u>Average Age</u>
Street/Road Officers	31.0
Special Detail	35.2
Special Assignment--Administrative	33.4
Administrative Supervisors (Sergeants)	34.6
Lieutenant and above	45.4

The above information, without checking it for statistical significance, appears to indicate that the first four categories do not differ significantly in age. Those line officers classified as lieutenants or above do appear to be significantly older than the other four categories.

These data should be considered when one reviews later information on the effectiveness of the training program. While it is not possible to establish a definite cause and effect relationship among police officer characteristics and their reactions to the training program, some suggestive interpretations can be only too easily formulated.

Trainee reactions to this particular training experience were obtained in two different approaches. The first approach was to ask questions that required a definitive response. Such questions included the yes and no portions of 1(a), 1(b), 1(c), question 3, question 4, question 7, question 8, question 9, and the initial portion of question 10. (See Appendix A) In otherwords, these questions could be answered by a yes or no response or by indicating their reaction on a five point scale.

The remaining questions were of a different nature. These included the following: question 2, question 5, question 6, comments under question 9, and comments under question 10. The latter response sets provided for a much more open, unsystematic, individualistic, and wider range of responses. Such questions have the advantage of providing richness and detail and opportunity for expression of feelings but lack other desirable characteristics. The most serious limitation is that each person is not confronted with the same dichotomous or structured response pattern. Therefore, responses obtained from these open-ended questions are more difficult to interpret than those from the more highly structured questions. They can, however, provide insights which would be unobtainable from the purely structured questions.

The interview and questionnaire format was designed to elicit both types of responses. This was done quite successfully. Interpretation and comparison among responses becomes somewhat more complicated if open-ended questions are used.

In the results section, tabulations of the objective questions has been presented. In addition, tables are provided which indicate the most commonly mentioned themes or ideas from open-ended questions. To conserve space and avoid giving undue attention to idiosyncratic concepts, those tables presented in the body of this report have been limited to thematic statements which occur at least among five per cent of the sample.

Questionnaire results have been presented in this section. Only major trends have been reported. Additional detailed responses may be found in the appropriate appendix for each category. Questionnaire results have been divided into four major sub-headings. These sub-headings are:

1. Application of course learning to official duties with citizens, relationships with other police officers, and application in your own personal life.
2. Suggestions for improvement.
3. General evaluation and comments about the training course.
4. Identification of officer characteristics related to course applications for official duties.

APPLICATION OF COURSE LEARNING

The first question asked was "Have you been able to apply what you have learned from this course:". This stem question was followed by three separate alternatives. These alternatives were:

- (a) in your official duties with citizens?
- (b) in your relationships with other police officers?
- (c) in your own personal life?

Each alternative was answered separately by a yes or no response. The officer was then prompted to explain further, on each alternative, by being asked "How specifically?" Responses to this question have been summarized below.

In Your Official Duties with Citizens

Seventy-one per cent of the officers responded yes to this question and 29 per cent responded no. Thematic interpretation of their responses has been placed in Table II. The most common responses were: better understanding of people--more insight into people (16%); interviewing techniques (15%); understanding mentally ill people, able to relate better to the mentally ill, or recognizing symptoms of the mentally ill (11%).

TABLE II

HAVE YOU BEEN ABLE TO APPLY WHAT YOU LEARNED FROM
THIS COURSE: (a) IN YOUR OFFICIAL DUTIES WITH CITIZENS?

THOSE RESPONDING <u>YES</u> N = 71	
<u>Basic Response</u>	<u>Percent</u>
11. Better understanding of people--more insight into people	16%
12. Interviewing techniques	15%
16. Understanding mentally ill people; able to relate better to the mentally ill; or recognizing symptoms of the mentally ill	11%
24. Beneficial in communications with citizens	9%
33. Paraphrasing	9%
14. Making perception checks	8%
13. Dealing with people or how we handle people	7%
22. More considerate of other people	5%

THOSE RESPONDING <u>NO</u> N = 29	
<u>Basic Response</u>	<u>Percent</u>
50. No response	17%
55. My job does not call for citizen contact	8%

These results indicate that the majority of officers learned general and specific techniques which helped them interact with citizens. Among officers who answered no to this question, the most identifiable reason was that their job did not call for citizen contact.

In Your Relationship with Other Police Officers

Seventy per cent of the officer sample responded yes to this question, and 29 per cent responded no. Table III provides a breakdown of the reasons provided for each officer. The major themes were that, as a result of this training course, they achieved a better understanding of each other, acquired more awareness or understanding of both their own feelings and feelings of fellow officers, and improved communications. These responses were indicated by less than 50 per cent of the total sample.

In Your Own Personal Life

A total of 65 per cent of the trained officers responded yes to this question and 35 per cent responded no. Table IV indicates the major themes mentioned by officers. The general themes mentioned were better understanding and more open-minded communications with my wife, increased communications and problem solving with my family and general understanding with my family. Because there were overlapping comments from the respondents, these themes amount to somewhat less than 30 per cent of the sample.

Interaction Among Applicants

The above data indicates that approximately two-thirds of police officers received information from this training course which they could apply to the three areas of their relationships with citizens, relationships with other police officers, or in their own personal life. Because these figures are all relatively equal, it could be of some interest to note how many police officers gained in skills that

TABLE III

HAVE YOU BEEN ABLE TO APPLY WHAT YOU LEARNED FROM
THIS COURSE: (b) IN YOUR RELATIONSHIPS WITH OTHER POLICE OFFICERS?

THOSE RESPONDING YES N = 70

<u>Basic Response</u>	<u>Percent</u>
12. Better understanding of each other--greater insight	16%
13. More awareness or understanding of my own feelings and their feelings	16%
16. Better communications or we can talk things over	13%
11. Nothing specific	5%

THOSE RESPONDING NO N = 30

<u>Basic Response</u>	<u>Percent</u>
50. Blank	29%

TABLE IV

HAVE YOU BEEN ABLE TO APPLY WHAT YOU LEARNED
FROM THIS COURSE: (c) IN YOUR OWN PERSONAL LIFE?

THOSE RESPONDING YES N = 65

<u>Basic Response</u>	<u>Percent</u>
20. Better understanding and more open minded to my wife (communications)	12%
24. Increased communications (problem solving) with my family	11%
28. General understanding with family	8%

THOSE RESPONDING NO N = 35

<u>Basic Response</u>	<u>Percent</u>
50. No comment	31%

could be applied to more than one area. Some indication of these gains have been presented below:

Three yes responses	47%
Two yes responses	27%
Three no responses	14%
Two no responses	6%

There were only 14 per cent of the entire trainee sample who indicated that they had not received from this training course information that they could apply to three important areas of their lives. This should indicate that all but a small minority of trainee participants gained from their experience in this particular course.

IMPROVEMENTS RECOMMENDED

Table V presents a summary of the most common recommendations provided by trainees. This table indicated that a significant concept is to expand the contact with the mentally ill. The SLEE Lab provides both positive and negative responses, there is an indication that about 20 per cent of the trainees would like more structure and control in the course. The other suggestions represent a small minority and it is difficult to interpret any group consensus.

TABLE V

ARE THERE ANY IMPROVEMENTS YOU WOULD RECOMMEND TO THE COURSE?

<u>Basic Response</u>	<u>Percent</u>
19. Expand contact with mentally ill (both interviewing and observing)	26%
23. More SLEE lab--more varied situations presented	17%
18. Should be structured more, particularly the first two days	12%
21. Small group sessions should be better controlled and structured	11%
50. Expand or extend course	10%
40. Star power was a poor exercise	9%
35. Use other people in the Black Problems session	8%
15. More practical approach to solving problems, "how to", not so much theory	6%
20. Eliminate the SLEE lab	6%
30. Question time spent at mental health facilities--maybe half-hour lecture would do	5%
46. More time for Black Minority Problems	5%
53. No improvements needed	5%

GENERAL EVALUATION AND COMMENTS

This section provides information on responses to a number of questions that reflect general evaluation statements for this training program. Although various questions were asked, the overall response pattern was quite similar. Responses to the various questions has been summarized in the following sub-section.

Benefits Received

Responses to the following question have been placed in Table VI. "The following are possible benefits that people may have received from the FCU Training Project--"Understanding People Seminar". We are interested in your degree of agreement regarding each of the following items:" Each respondent could answer on a five point scale from strongly disagree to strongly agree.

The percentage of police officers who responded with a statement of agree or strongly agree to the following benefits received from attending this course has been listed below: "

Better understanding of people	89%
More knowledge about interviewing techniques	87%
Better self-understanding	84%
Better communication with citizens	83%
More self-confidence	71%
Better communication with fellow officers	67%

Better understanding of people and more knowledge about interviewing techniques were the greatest benefits reported on this training program. Better communication with fellow officers and more self-confidence was somewhat lower.

Reactions to Training Activities

Trainee reactions to nine relatively standard elements of the training program have been summarized in Table VII. Because modifications were made in certain aspects of the training program, not all activities listed in Table VII were presented to all trainees. Therefore, a modification in the analysis approach was made which considered the total pattern of responses and eliminated those trainee responses

TABLE VI

THE FOLLOWING ARE POSSIBLE BENEFITS THAT PEOPLE MAY HAVE RECEIVED FROM THE FCU TRAINING PROJECT - "UNDERSTANDING PEOPLE SEMINAR". WE ARE INTERESTED IN YOUR DEGREE OF AGREEMENT REGARDING EACH OF THE FOLLOWING ITEMS:

I received the following benefits from attending this course:

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
(a) Better understanding of people		2%	9%	51%	38%
(b) Increased self-understanding	1%	4%	11%	55%	29%
(c) More self-confidence	1%	8%	20%	51%	20%
(d) More knowledge about interviewing techniques	1%	2%	10%	49%	38%
(e) Better communication with fellow officers	1%	5%	27%	47%	20%
(f) Better communication with citizens	1%	3%	13%	55%	28%

which were listed as not applicable. Results of these second analysis has been placed in Table VIII.

Examination of Table VIII reveals the following totals for responses of favorable or very favorable:

Crisis Unit	89%
County Mental Health Clinic	88%
Small Group Discussions	83%
Follow-up Sessions	77%
Lectures	76%
SLEE Lab	71%
Value of Films	63%
Black Problems Sessions	54%
Star Power	47%

Thus, the Crisis Unit, County Mental Health Clinic and Small Group Discussions were viewed as favorable or very favorable by 83 per cent of trainees. On the other hand, Black Problems Sessions and the Star Power exercise were viewed as favorable or very favorable by 54 per cent or less of trainees. The remaining items were intermediate between these limits.

Comments on Course from Fellow Officers

The next question was: "Have you heard any comments from your fellow officers about this course, its effectiveness and application to real situations?" The course trainees indicated that 66 per cent had heard comments and 34 per cent had not heard any comments.

Examination of Table IX would indicate that approximately 30 per cent of those police officers who had heard comments reported a positive response. About 10 per cent of the total sample reported negative comments. This group indicated that most people say the course content does not apply to their job situation. Part of this response indicates lack of course effectiveness and part of these responses reflect the fact that many police officers are not in direct contact with the public.

TABLE VII

THE FOLLOWING ARE ACTIVITIES THAT HAVE BEEN USED IN VARIOUS TRAINING SESSIONS. WE ARE INTERESTED IN KNOWING YOUR REACTIONS TO EACH OF:

I feel this way about:

	Very Unfavorable	Somewhat Unfavorable	Neutral	Favorable	Very Favorable	Not Applicable
(a) SLEE Lab.	10%	10%	7%	23%	42%	8%
(b) Small group discussions	1%	10%	6%	37%	46%	
(c) Crisis Unit	1%	5%	5%	23%	64%	2%
(d) Follow-up Sessions	2%	1%	17%	39%	29%	12%
(e) Value of films	1%	5%	22%	35%	12%	25%
(f) Lectures	1%	6%	17%	51%	25%	
(g) County Mental Health Clinic	1%	6%	5%	28%	58%	2%
(h) Star Power	7%	12%	10%	11%	15%	45%
(i) Black Problems Session	9%	13%	12%	28%	13%	25%

TABLE VIII

THE FOLLOWING ARE ACTIVITIES THAT HAVE BEEN USED IN VARIOUS TRAINING SESSIONS. WE ARE INTERESTED IN KNOWING YOUR REACTIONS TO EACH OF: (Percentages computed by eliminating those responding not applicable)

I feel this way about:

	Very Unfavorable	Somewhat Unfavorable	Neutral	Favorable	Very Favorable	Number
(a) SLEE Lab.	11%	11%	8%	25%	46%	92
(b) Small group discussions	1%	10%	6%	37%	46%	100
(c) Crisis Unit	1%	5%	5%	24%	65%	98
(d) Follow-up Sessions	2%	1%	19%	44%	33%	88
(e) Value of films	1%	7%	29%	47%	16%	75
(f) Lectures	1%	6%	17%	51%	25%	100
(g) County Mental Health Clinic	1%	5%	5%	28%	60%	98
(h) Star Power	13%	22%	18%	20%	27%	55
(i) Black Problems Session	12%	17%	16%	37%	17%	75

Redundancy of Course Content

This item was explored with the following question: "Was any information offered in the course redundant, that is, you already knew about it through prior education or experience?" To provide clarification, the interviewer added the following statement, "What we mean by that statement was the course so redundant that it was boring"?

Because a yes or no response was not provided on the questionnaire, it is possible to only summarize the comments made. Examination of Table X indicates that there were 98 comments of a positive nature and 22 comments of a negative nature.

The most important total for positive comments was "No, not boring or redundant". (63%) There were about 15 per cent of comments which indicated that it served as either a refresher course or a new slant on material already known. Five per cent of respondents indicated that material was all new or completely different.

For those who made negative comments, the only item that showed some consistency related to the Star Power exercise. There were eight per cent of the total sample who indicated this negative feeling.

Additional Follow-up Training

The trainees were asked the following question: "Should there be additional follow-up training courses offered in this subject matter?" There were 93 per cent of trainees who answered yes and only seven per cent who answered no. This response in itself should indicate that the training provided is useful and appropriate for police officers. Because over 90 per cent would like additional training, it indicates that they are very satisfied with the current product.

An attempt was made to find some consensus of opinion regarding how often such follow-up training should be provided and how many hours should be used for this training. There was great variability in response pattern to this question

TABLE IX

HAVE YOU HEARD ANY COMMENTS FROM YOUR FELLOW OFFICERS ABOUT THIS COURSE, ITS EFFECTIVENESS AND APPLICATION TO REAL SITUATIONS?

YES, I heard comments N=66	
<u>Positive or Neutral Comments</u>	<u>Percent</u>
18. Majority was favorably impressed and it helped them in handling situations	18%
20. Mostly good comments, nothing specific	11%
26. I have heard both extremes--very positive and very negative	5%
<u>Negative Comments</u>	<u>Percent</u>
14. Most people say the course content doesn't apply	9%

50. NO, I have not heard any comments N=34	

TABLE X

WAS ANY INFORMATION IN THE COURSE REDUNDANT, THAT IS, YOU ALREADY KNEW ABOUT IT THROUGH PRIOR EDUCATION OR EXPERIENCE?

<u>Positive Comments N=98</u>	
	<u>Percent</u>
11. No, not boring or redundant	63%
15. It was a good refresher course	9%
12. It was a new slant on concepts I already knew about	5%
18. It was all new and completely different	5%
<u>Negative Comments N=22</u>	<u>Percent</u>
19. Star power was boring/redundant	8%

but two time periods were agreed upon by a majority. Twenty-six per cent of trainees indicated that refresher course should be given every six months, while 55 per cent indicated that a yearly repeat would be adequate.

There were three time periods which received the majority of votes. These were as follows:

- | | |
|------------------|-----|
| 1. Eight hours | 24% |
| 2. Sixteen hours | 22% |
| 3. Forty hours | 18% |

For those who expressed a desire for refresher training every six months, the preferred length of training time was as follows: nine people indicated a preference for eight hours; five indicated a preference for sixteen hours; and five indicated a preference for 40 hours. Among those who chose a yearly review, the following length of course preference was as follows: four people mentioned four hours; 14 people indicated eight hours; 15 people indicated 16 hours; four people indicated 24 hours; and nine people indicated 40 hours training.

Overall Evaluation of This Course

The trainees were asked a rather global question designed to measure their total reaction to the course. This specific question was: "What is your overall evaluation of this course?" The following responses were found:

- | | |
|------------------|-----|
| Very favorable | 52% |
| Favorable | 41% |
| Neutral | 2% |
| Unfavorable | 4% |
| Very unfavorable | 1% |

Thus, 93 per cent of the participants responded on an overall basis as being favorable or very favorable toward the course. This item again indicates a high level of general satisfaction.

Table XI presents the summary of additional comments made. Generally speaking, there was little pattern or consistency in response. Many people said that they had already answered this question on another part to the questionnaire.

Should This Course Be Mandatory

The last question was designed to determine the extent to which the police officer sample felt that the course should be a mandatory one. The wording of the questions was: "One final question, would you recommend that this course be mandatory for all members of your department?" They were to answer yes or no, and were given an opportunity to indicate any exceptions to the general rule. Twenty-one comments were made about exceptions. These have been placed in Appendix L. In all but one case, only one person mentioned a specific idea. So that the ideas expressed do not form any real pattern. The one exception was that three people mentioned that training should be offered on a voluntary basis as mandatory attendance won't work. Overall 86 per cent said yes and 14 per cent said no.

Finally, each person was asked why so that he could provide an explanation to his response. Those responses which formed consistent patterns have been placed in Table XII. About 40 per cent of the comments were related to dealing with people, gaining insight and understanding into other people, and gaining self-understanding. The other statement was mentioned by 18 per cent of the sample and indicated a generalized notion that the course was a valuable learning situation and that everyone had something to gain by being exposed to this kind of training.

Identification of Officer Characteristics

A special analysis was conducted to determine if there were certain groups of officers who benefited more than other officers as a result of having taken this course. If this finding were true, it could be used to concentrate the training where it would accomplish the most good. If this situation were not true, then it would appear that all police officers regardless of special circumstances should benefit from course attendance.

It was decided to use the first item on the questionnaire as a basis for answering the above question. This item was worded as follows: "Have you been

TABLE XI

WHAT IS YOUR OVERALL EVALUATION OF THIS COURSE--COMMENTS?

<u>Comments</u>	<u>Percent</u>
11. Quite beneficial--generally valuable	12%
10. No comments	8%

TABLE XII

WOULD YOU RECOMMEND THAT THIS COURSE BE MANDATORY FOR ALL MEMBERS OF YOUR DEPARTMENT--WHY?

<u>Positive or Neutral Comments</u>	<u>Percent</u>
10. We're in people to people contact, therefore it would be beneficial to everyone. We're dealing with people, therefore, we need the insights and the skills	18%
31. It is a very valuable learning situation. Something to be gained by every individual exposed to this type of training.	18%
24. Whatever an officer's assignment is (special detail, etc.) he still deals with people, and this course would benefit them in dealing with discussions, investigations or whatever	9%
32. It offers insight and understanding into other people	8%
19. Understanding yourself and other people and their problems is necessary in order to do a good job--it would help a person understand himself and other people better	5%
39. Most beneficial for younger and "newer" officers	5%
<u>Negative Comments</u>	<u>Percent</u>
13. It should be voluntary, if they don't want to go, they'll get nothing out of it	6%

able to apply what you have learned from this course in your official duties with citizens?" This item was chosen because it is a very important factor in determining course effectiveness. Second, there was enough spread of responses to provide a meaningful basis for comparison.

Three Chi-Square analyses were conducted. Each item was broken into categories and compared with the response to the question. On age, for example, the breakdown was as follows:

AGE	1a Yes	1a No
21-30	32	10
31-40	27	9
41-50	12	10

It was necessary to group officers in the various categories in order to provide an adequate number of cases in each cell. There are technical requirements in computing Chi-Square that require a minimum number for each cell. Education was broken down into these categories: high school education or less; any length of time in college including graduation; and post-college training. Current assignment was divided into the following three categories: Street/Road Officers; Special Detail and Special Assignment--Administrative; Administrative Supervisors, Sergeants, Lieutenants, and other line supervisors.

The number of years of police experience was not used because of the high relationship of age. Police experience was also somewhat related to current assignment.

None of the three Chi-Square analyses indicated a statistically significant relationship. These results suggest that there were no systematic differences in terms of the benefits received from the course as a function of age, amount of education, or current assignment. All groups gained about equally.

There was a slight trend for those with the least education to receive the least value from the course. Also, some tendency for those with the highest rank to benefit less. However, neither trend was at all pronounced and as indicated

above was not statistically significant. On the basis of the above analysis, it can be concluded that there are no systematic differences among officer groups in terms of benefits received from this training course. Differences of age, amount of education, current assignment do not result in unequal benefit from the training. Benefits received from this training course appear to be primarily a function of the individual's characteristics or personality.

SUMMARY AND CONCLUSIONS

The primary reason for this study was to evaluate the effectiveness of the "Training in Conflict Management" course conducted by the Family Crisis Project. A related goal was to provide information for the Project staff that might be helpful in course improvement.

The major findings from this study have been briefly summarized and listed below:

1. Over 70 per cent of the trainees said that they could apply what they had learned either in their official duties with citizens or in their relationships with other police officers.
 - a. Fifty-nine per cent indicated that they were able to apply course learning in both areas.
 - b. Only 17 per cent indicated that they could make no applications in either area.
2. Almost 90 per cent indicated that they had benefited in the two areas of better understanding of people and more knowledge about interviewing techniques.
 - a. Slightly over 80 per cent indicated that they had benefited by increased self-understanding and better communication with citizens.
 - b. About 70 per cent indicated that they had benefited in terms of

more self-confidence and better communication with fellow officers.

3. The majority expressed favorable opinions to many topics and activities in the training course.
4. Ninety-three per cent responded with very favorable or favorable in response to "What is your overall evaluation of this course?"
5. Ninety-three per cent said that additional follow-up training is needed in this subject matter.
6. Eighty-six per cent were willing to recommend that the course be mandatory for all members of their department.
7. Sixty-five per cent indicated that the course had been helpful to them in their own personal life. Improved communications and understanding between the officer and other fellow members were mentioned a number of times.

These results are certainly very favorable. They indicate that in addition to being an interesting and worthwhile activity there is definite carry-over to the job. As many police officers mentioned, they are in the "people business". That is, they are constantly in contact and interaction with members of the public and fellow officers. They found the course helpful and of value in the majority of cases.

Less than 20 per cent indicate that they could not apply course content and material learned either to their job or to their relations with fellow officers. There are some negative aspects to the generally highly favorable response pattern. Some of actual course exercises and activities have received low ratings. In many cases, this could reflect conditions which have been subsequently improved. Also, a small minority indicated that they had received few benefits from attending the course. People differ in their needs and interests so that, almost by definition, if you ^{give} something which provides a gain for some people, you will almost certainly alienate others.

Because of the predominately positive to this particular training course, it should certainly be continued. The benefits of the program appear to greatly outweigh any negative considerations.

COMPARISON WITH PHASE I STUDY

It might be well to make a brief comparison between the results obtained from the current study and those obtained from the Phase I study. One might wonder why the results here are so predominately positive while the other study did not indicate significant differences between trained and non-trained officers. Part of the explanation might be due to the following differences in the two studies:

1. Phase I police officers were more homogeneous. All were college graduates, between 21 and 35 years of age, and members of the same police department.
2. The Phase I study was based upon citizen's responses and this study is based on trainee responses.
3. The Phase I group of officers represented only one department while six different departments are represented in the current study.
4. The Phase I study is based upon observations of global behavior while this study concentrates on many more subtle and sophisticated items.

Of course, these differences between Phase I and the current study do not necessarily explain the difference in results. Probably the major reason that no differences between trained and non-trained officers were found in Phase I is that the performance of both groups was rated very high. When you have groups that receive uniformly high ratings there is little opportunity for differentiation among them. In other words, in order to measure differences, you must find differences present. In the Phase I study, the lack of enough cases of poor officer behavior was an important factor in not differentiating between the two groups.

A similar situation exists in the current study. For example, if one wanted to determine if there were differences among the departments in terms of departmental trainee's overall evaluation of the course, it would be very difficult to

do so. That is because there were only seven negative responses. The same example holds true for attempting to determine departmental differences on the desirability for additional follow-up training. Again, this was the reason for choosing the first item on the questionnaire for the comparison of officer characteristics and application of learning. The fact that there were 30 per cent negative responses made the analysis possible.

RECOMMENDATION

Based upon the results obtained from this analysis, it is strongly recommended that the Family Crisis Project Training course be continued. The positive and favorable attributes of this course appear to greatly outweigh any deficiencies.

NORTHWEST PSYCHOLOGICAL SERVICES
FAMILY CRISIS TRAINING EVALUATION

Date: _____

Interviewer: _____

Case Number: _____

Present Duty Assignment: _____ Age: _____

Years of Police Experience: _____

Date Completed Course: _____ Years of Formal Education: _____

1. Have you been able to apply what you learned from this course: (a) In your official duties with citizens? Yes _____ No _____. How specifically?

(b) In your relationships with other police officers? Yes _____ No _____. How specifically?

(c) In your own personal life? Yes _____ No _____. How specifically?

2. Are there any improvements you would recommend to the course? (Explain)

3. The following are possible benefits that people may have received from the FCU Training Project - "UNDERSTANDING PEOPLE SEMINAR". We are interested in your degree of agreement regarding each of the following items:

	Strongly Disagree	Dis-Agree	Neutral	Agree	Strongly Agree	Not Applicable
I received the following benefits from attending this course:						
(a) Better understanding of people	_____	_____	_____	_____	_____	_____
(b) Increased self-assurance	_____	_____	_____	_____	_____	_____
(c) More self-confidence	_____	_____	_____	_____	_____	_____
(d) More knowledge about interviewing techniques	_____	_____	_____	_____	_____	_____
(e) Better communication with fellow officers	_____	_____	_____	_____	_____	_____
(f) Better communication with citizens	_____	_____	_____	_____	_____	_____

Other: _____

4. The following are activities that have been used in various training sessions. We are interested in knowing your reactions to each of:

I feel this way about:	Very Unfavorable	Somewhat Unfavorable	Neutral	Favorable	Very Favorable	Not Applicable
(a) SLEE Lab.	_____	_____	_____	_____	_____	_____
(b) Small group discussions	_____	_____	_____	_____	_____	_____
(c) Crisis Unit	_____	_____	_____	_____	_____	_____
(d) Follow-up sessions	_____	_____	_____	_____	_____	_____
(e) Value of films	_____	_____	_____	_____	_____	_____
(f) Lectures	_____	_____	_____	_____	_____	_____
(g) County Mental Health Clinic	_____	_____	_____	_____	_____	_____
(h) Star Power	_____	_____	_____	_____	_____	_____
(i) Black Problems Session	_____	_____	_____	_____	_____	_____

Other: _____

5. Have you heard any comments from your fellow officers about this course, its effectiveness and application to real situations? _____

6. Was any information offered in the course redundant, that is, you already knew about it through prior education or experience? _____

7. Should there be additional follow-up training offered in this subject matter?

Yes _____ No _____. If yes, how many hours should be used for this training? _____

8. When should these courses be offered: Every 6 months _____ Every year _____ other time period _____

9. What is your overall evaluation of this course?

- Very Favorable _____
- Favorable _____
- Neutral _____
- Unfavorable _____
- Very Unfavorable _____

Comments: _____

10. One final question, would you recommend that this course be mandatory for all members of your Department? Yes _____ No _____.
With these exceptions: _____

Why? _____

APPENDIX B

HAVE YOU BEEN ABLE TO APPLY WHAT YOU LEARNED FROM
THIS COURSE: (a) IN YOUR OFFICIAL DUTIES WITH CITIZENS?

THOSE RESPONDING YES 71

(Figures reported are number of responses)

Department 1	Department 2	Department 3	Department 4	Department 5	Department 6	Total
N=53	N=11	N=7	N=6	N=1	N=22	N=100
11. Better understanding of people--more insight into people						
9	3	1			3	16
12. Interviewing techniques						
4	5	1	3		2	15
16. Understanding mentally ill people; able to relate better to the mentally ill; or recognizing symptoms of the mentally ill.						
6	1		2		2	11
24. Beneficial in communications with citizens						
5	2	1	1			9
33. Paraphrasing						
3	1	1	2		2	9
14. Making perception checks						
3	1		3		1	8
13. Dealing with people or how we handle people						
3	1	1			2	7

22. More considerate of other people						
2	1	1			1	5
27. Help in controlling a crisis situation						
1		1	1		1	4
15. Made me stop and think when dealing with people						
2					1	3
17. Methods of questioning citizens--what to look for and what to ask						
3						3
21. Better understanding of myself						
3						3
34. Altered my attitude toward people involved in stress situations						
1			1		1	3
26. Attempt to get on other people's level and break barriers down						
2						2
18. Separate people who are fighting when they are unable to rationally communicate.						
1						1
19. Cannot think of anything specific						
1						1
20. Altered my attitude toward people involved in stress situations						
1						1
25. A review of my sociology major						
1						1
28. A little more aware of how I say something, that is, its impact on another person						
1						1

29. Understanding defensive anger and also body language	1	1
30. Reinforced what I knew in dealing with and understanding people	1	1
31. In a psychological way, personal relationships	1	1
32. More flexible with people	1	1

THOSE RESPONDING NO 29

(Figures reported are number of responses)

Department	Department	Department	Department	Department	Department	Total
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
N=53	N=11	N=7	N=6	N=1	N=22	N=100
50. No response					6	17
9	1	1				
55. My job does not call for citizen contact					4	8
3	1					
59. Nothing specific						2
2						
51. Useless in dealing with irrational people						1
1						
52. Attended so recently that I have not had a chance to use it						1
	1					

18. Understanding their reactions or thoughts about given situations.	3					3
31. Advising other officers of how to go into a crisis situation	2	1				3
32. Interviewing techniques	1	1			1	3
33. Realization of individual differences among officers	1		2			3
15. The way we deal with people	2					2
19. Listening techniques	1	1				2
21. In cooperative projects	1					1
22. Comparisons of how we've handled different situations	1					1
23. Listening to people--what they really have to say	1					1
24. Reinforced what I already knew about handling people	1					1
25. Use of praise on the men	1					1
26. Questioning of other officers	1					1

27. Discussions of course to decide which portions had merit	1	1
28. Caused me to think about what impressions we are offering people	1	1
29. Realization that other officers have problems with dealing with people	1	1
30. Got to know other officers better	1	1

THOSE RESPONDING NO 30

(Figures reported are number of responses)

Department	Department	Department	Department	Department	Department	Total
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
N=53	N=11	N=7	N=6	N=1	N=11	N=100
50. Blank	15	3	1	2	8	29
55. No opportunity for much personal contact	2	1				3

APPENDIX D

HAVE YOU BEEN ABLE TO APPLY WHAT YOU LEARNED FROM THIS COURSE: (c) IN YOUR OWN PERSONAL LIFE?

THOSE RESPONDING YES 65

(Figures reported are number of responses)

Department	Department	Department	Department	Department	Department	Total
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
N=53	N=11	N=7	N=6	N=1	N=22	N=100
20. Better understanding and more open minded to my wife (communications)	4	1	3	1	3	12
24. Increased communications with my family	6	3			2	11
28. General understanding with family	5	1	1		1	8
12. Dealing with people	2	1				3
15. Assessment of my role and wife's role	3					3
21. Better understanding of my daughter/son	1	1	1			3
33. Interviewing techniques	1	1			1	3

34. Better communications with my children
 1 1 1 3

16. Improved relationship with my wife and children
 2 2

25. More awareness of their feelings
 1 1 2

26. More careful of selection of words and tone of voice used
 2 2

32. Aware of my image to my family
 2 2

38. Better self-understanding
 1 1 2

13. Dealing with my family in a more rational way
 1 1

14. Don't get as emotionally involved (angry)
 1 1

17. Better communications during stress periods
 1 1

18. Helped wife and I in relating how we feel about everything in general
 1 1

19. Able to view myself more objectively
 1 1

22. Able to discuss things more openly with my family
 1 1

2

23. Not to make snap decisions and to listen to people
 1 1

27. More confident in my own abilities
 1 1

29. Better listening to my family
 1 1

30. Questioning of my wife and more willing to listen to her
 1 1

35. Try to argue with my wife more
 1 1

36. Learned how to manipulate people
 1 1

37. Problem solving
 1 1

39. Reinforced what I already knew about dealing with and understanding people
 1 1

THOSE RESPONDING NO 35

(Figures reported are number of responses)

Department	Department	Department	Department	Department	Department	Total
1	2	3	4	5	6	
N=53	N=11	N=7	N=6	N=1	N=22	N=100
50. No comment						
12	2	2	3		12	31

51. Nothing specific

3

3

61. I'm single

1

1

APPENDIX E

ARE THERE ANY IMPROVEMENTS YOU WOULD RECOMMEND TO THE COURSE?

(Figures reported are number of responses)

Department <u>1</u>	Department <u>2</u>	Department <u>3</u>	Department <u>4</u>	Department <u>5</u>	Department <u>6</u>	Total
N=53	N=11	N=7	N=6	N=1	N=22	N=100

Positive Comments

19. Expand contact with mentally ill (both interviewing and observing)	12	4	4		1	6	26
23. More SLEE lab--more varied situations presented	8	1	3	3		2	17
18. Should be structured more, particularly the first two days	5	2	2	2		1	12
21. Small group sessions should be better controlled and structured	5	3	1			2	11
40. Star power was a poor exercise	1	1	1	1		5	9
35. Use other people in the Black Problems Session	3	2				3	8
15. More practical approach to solving problems, "how to", not so much theory	5			1			6
20. Eliminate the SLEE lab	2					4	6
30. Question time spent at mental health facilities--maybe half-hour lecture would do	2					3	5
46. More time for Black Minority Problems		2				3	5
48. Mix police, social workers, probation officers, mental health, etc.		1		1		2	4
10. No comment	2	1					3
28. Small group sessions didn't have enough time	1	1	1				3

29. Better physical setting--(Retreat house, etc.) (Disturbance among groups)	2	1	3
12. More time allotted for Star Power	1	1	2
25. Should have more understanding of one's self	2		2
32. More time spent on interviewing techniques	1	1	2
34. Some women should be in every group session	1	1	2
39. The "hard" chairs are not conducive to good learning	2		2
45. Eliminate Black Problems session		2	2
11. Nothing specifically	1		1
13. Use a (recidivism) juvenile and court counselor in a session	11		1
14. Use voluntary officers in SLEE lab, rather than actors	1		1
16. Better "mix" of experienced and inexperienced officers	1		1
17. Have people come in who have had particular problems	1		1
22. Content or timing of films should be improved	1		1
24. More personal interviews, less lectures	1		1
26. Follow-up sessions (in the future) should be on a voluntary basis as it creates scheduling problems	1		1
27. Tried to do too much at one time	1		1
31. More centered towards police problems themselves	1		1
33. Class size too large	1		1

36. Maybe use moderator--panel discussion method	1		1
37. Method of teaching not related enough to officer's duties	1		1
38. Let people know what to look for in the course	1		1
41. More lecture time		1	1
42. "Mix" of group--mental health and law enforcement is good		1	1
43. Less time for group sessions		1	1
44. More theory about human understanding		1	1
49. Use transactional analysis and gestalt methods for better personal understanding	1		1
<u>Negative Comments</u>			
50. Expand or extend course	4	2	1
53. No improvements needed	4		1
55. Use the SLEE lab only for inexperienced officers	2		1
51. Expand exercise in behavior description and other communications content	2		2
52. Breakdown barriers initially at course beginning	2		2
57. Need better orientation regarding what to expect from the course	1		1
54. More instruction for officers on how to get people to use available social agencies	1		1
56. Bring in juveniles or other young people	1		1
58. Bring together command police	1		1

APPENDIX F

THE FOLLOWING ARE POSSIBLE BENEFITS THAT PEOPLE MAY HAVE RECEIVED FROM THE FCU TRAINING PROJECT - "UNDERSTANDING PEOPLE SEMINAR". WE ARE INTERESTED IN YOUR DEGREE OF AGREEMENT REGARDING EACH OF THE FOLLOWING ITEMS:

(Figures reported are number of responses)

	Dept <u>1</u>	Dept <u>2</u>	Dept <u>3</u>	Dept <u>4</u>	Dept <u>5</u>	Dept <u>6</u>	Total
	N=53	N=11	N=7	N=6	N=1	N=22	N=100
I received the following benefits from attending this course:							
(a) Better understanding of people							
Strongly Agree	17	5	4	2		10	38
Agree	32	5	3	3	1	7	51
Neutral	4			1		4	9
Disagree		1				1	2
Strongly Disagree							
(b) Increased self-understanding							
Strongly Agree	20	5	2			2	29
Agree	24	6	3	6	1	15	55
Neutral	5		2			4	11
Disagree	4						4
Strongly Disagree						1	1
(c) More self-confidence							
Strongly Agree	13	2		1		4	20
Agree	25	8	4	4		10	51
Neutral	11		3	1	1	4	20
Disagree	4	1				3	8
Strongly Disagree						1	1
(d) More knowledge about interviewin techniques							
Strongly Agree	21	6		3	1	7	38
Agree	28	4	6	2		9	49
Neutral	4		1			5	10
Disagree		1		1			2
Strongly Disagree						1	1
(e) Better communication with fellow officers							
Strongly Agree	13	1	1	1		4	20
Agree	25	4	5	3	1	9	47
Neutral	11	5	1	2		8	27
Disagree	4	1					5
Strongly Disagree						1	1

(f) Better communication with citizens

Strongly Agree	11	4	4	2	1	6	28
Agree	31	6	3	4		11	55
Neutral	10					3	13
Disagree	1	1				1	3
Strongly Disagree						1	1

APPENDIX G

THE FOLLOWING ARE ACTIVITIES THAT HAVE BEEN USED IN VARIOUS TRAINING SESSIONS. WE ARE INTERESTED IN KNOWING YOUR REACTIONS TO EACH OF:

(Figures reported are number of responses)

	Dept 1	Dept 2	Dept 3	Dept 4	Dept 5	Dept 6	Total
	N=53	N=11	N=7	N=6	N=1	N=22	N=100

I feel this way about:

(a) SLEE Lab.

Very Favorable	27	4	4	4		3	42
Favorable	14	3	1			5	23
Neutral	3	1				3	7
Somewhat Unfavorable	3	1	1		1	4	10
Very Unfavorable	3					7	10
Not Applicable	3	2	1	2			8

(b) Small Group Discussions

Very Favorable	26	6	3	5		6	46
Favorable	19	3	3		1	11	37
Neutral	3					3	6
Somewhat Unfavorable	5	2	1	1		1	10
Very Unfavorable						1	1
Not Applicable							

(c) Crisis Unit

Very Favorable	36	8	5	5	1	9	64
Favorable	11	3	2			7	23
Neutral	2					3	5
Somewhat Unfavorable	3			1		1	5
Very Unfavorable						1	1
Not Applicable	1					1	2

(d) Follow-up Sessions

Very Favorable	14	3	4	3	1	4	29
Favorable	17	6	1	3		12	39
Neutral	9	1	2			5	17
Somewhat Unfavorable	1						1
Very Unfavorable	1					1	2
Not Applicable	11	1					12

(e) Value of films

Very Favorable	9	1	1	1			12
Favorable	19	6	2	1		7	35
Neutral	8	3	2	2	1	6	22
Somewhat Unfavorable	3	1				1	5
Very Unfavorable	1						1
Not Applicable	13		2	2		8	25

(f) Lectures

Very Favorable	14	4		2	1	4	25
Favorable	28	4	3	3		13	51
Neutral	9	2	2	1		3	17
Somewhat Unfavorable	2	1	2			1	6
Very Unfavorable						1	1
Not Applicable							

(g) County Mental Health Clinic

Very Favorable	29	10	4	4	1	10	58
Favorable	19	1	2	2		4	28
Neutral	1		1			3	5
Somewhat Unfavorable	3					3	6
Very Unfavorable						1	1
Not Applicable	1					1	2

(h) Star Power

Very Favorable	5	3		1		6	15
Favorable	2	1	1	1		6	11
Neutral	3	2	2	2		1	10
Somewhat Unfavorable	5	1		2		4	12
Very Unfavorable	1	1	2			3	7
Not Applicable	37	3	2		1	2	45

(i) Black Problems Session

Very Favorable	6	3	1	1		2	13
Favorable	12	4	3	3		6	28
Neutral	5		1	1		5	12
Somewhat Unfavorable	8	2				3	13
Very Unfavorable	1	1	1	1		5	9
Not Applicable	21	1	1		1	1	25

APPENDIX H

HAVE YOU HEARD ANY COMMENTS FROM YOUR FELLOW OFFICERS ABOUT THIS COURSE, ITS EFFECTIVENESS AND APPLICATION TO REAL SITUATIONS?

(Figures reported are number of responses)

Department 1	Department 2	Department 3	Department 4	Department 5	Department 6	Total
N=53	N=11	N=7	N=6	N=1	N=22	N=100

Positive Responses

18. Majority was favorably impressed and it helped them in handling situations	14	1	2		1	18
20. Mostly good comments, nothing specific	5	2	2		2	11
26. I have heard both extremes--very positive and very negative	3		2			5
19. Not too much comment either way (positively or negatively)	3					3
31. Interviewing techniques could be used immediately	1	2				3
33. Better understanding of people's actions	1		1		1	3
13. Gave insight into themselves	2					2
16. Helps to acclimate new officers into the department. They seem to take more time and understand people better.	1				1	2
27. Gave the officers more self-confidence	2					2
12. Generally older officers could apply what they learned	1					1
17. No negative comments--Have heard favorable comments about the social worker's role in our department	1					1
21. Most agree the contact with the mentally ill was helpful	1					1
23. Particularly effective in dealing with a potential suicide armed with a gun	1					1

24. They've been able to communicate better with mentally ill people	1					1
28. Older officers were more constructive in the course	1					1
30. Gained insight into fellow officers	1					1
32. Small group sessions were a waste of time	1					1
34. Most of the older officers felt it was of little value					1	1

Negative Comments

50. No, Have heard either no comments or nothing specific	6	5	7		16	34
14. Most people say the course content doesn't apply	7	1			1	9
25. SLEE lab actors weren't too realistic, they carried it too far	4					4
15. Newer officers found the course content about family beefs just didn't apply	1				1	2
29. Course does not seem to apply in a "hot situation"	2					2

APPENDIX I

WAS ANY INFORMATION OFFERED IN THE COURSE REDUNDANT, THAT IS,
YOU ALREADY KNEW ABOUT IT THROUGH PRIOR EDUCATION OR EXPERIENCE?

(Figures reported are number of responses)

Department 1	Department 2	Department 3	Department 4	Department 5	Department 6	Total
N=53	N=11	N=7	N=6	N=1	N=11	N=100

Positive Comments

11. No, not boring or redundant	34	9	5	1	14	63
15. It was a good refresher course	4		4		1	9
12. It was a new slant to concepts I already knew about psychological theories-- redundant, but not boring	5					5
18. It was all new and completely different	2	1	1	1		5
17. Served as a stimulus to things you knew or had learned earlier	2		1		1	4
14. Lectures were redundant and didn't add to our Psy. and Soc. formal education	3					3
16. Method of delivery was very favorable, therefore, was not boring	3					3
21. Course was useful	2				1	3
25. More benefit to a newer officer compared with an experienced one		1	1			2
24. Much was repetitive but still worthwhile	1				1	2

Negative Comments

19. Star power was boring (redundant)	3		1		4	8
13. A lot of it was just common knowledge. Some of the group discussions just rambled	2			1		3

22. Outpatient and crisis unit were an old rehash of a similar story	1	2	3
20. Lack of participation and organization by teachers had a negative effect	1	1	2
23. SLEE lab was boring	1	1	2
26. Interviewing techniques were boring	1		1
27. Black Sessions was of limited value	1		1
28. Films not very valuable	1		1
50. Yes, whole course boring and a waste of time		1	1

APPENDIX K

WHAT IS YOUR OVERALL EVALUATION OF THIS COURSE--COMMENTS:

(Figures reported are number of responses)

Department 1	Department 2	Department 3	Department 4	Department 5	Department 6	Total
N=53	N=11	N=7	N=6	N=1	N=22	N=100
<u>Positive Comments</u>						
11. Quite beneficial--generally valuable						
12	3	2			7	25
10. No comments						
9	4	1			3	17
31. Similar or additional training should be offered						
3		1	2		1	7
22. Understanding mentally ill is useful for everyone						
2	2	1			1	6
26. Contact and understanding people is what our job is all about						
2	1				1	4
23. The course gave me a better understanding of myself						
3					1	4
36. Better understanding of Police--Citizen relations						
3					1	4
12. Instructors were very competent						
4						4
16. Knowledge gained, interview techniques and different methods of approach to people have greatly facilitated my work						
2		1				3
30. A course more suited for newer officers						
2					1	3
33. This course is "really needed"						
2					1	3
34. Communication techniques were valuable						
		1			1	2
37. Greatest benefit from contact with fellow police officers						
			2			2

25. Should have a "referral" service available for officers with their own personal problems (a reality therapy type)						
1					1	2
20. It was a good experience--initially had doubts about older officers response but the results were positive						
2						2
41. No opportunity to use course concepts						
2						2
39. SLEE lab was valuable						
1					1	2
24. Nature of police work makes it imperative that officers take a positive look at human nature						
2						2
29. I brought back very valuable techniques from this course						
					1	1
32. Hand-outs and literature should be available for further study.						
					1	1
35. Star Power is valuable exercise						
					1	1
38. Increased self-confidence						
					1	1
21. Social Work Counselors could be used more, but they're not always available						
1						1
19. Course was quite satisfactory, expect for the SLEE lab						
1						1
18. You now look more at the course of a problem rather than at the immediate solution						
1						1
15. Got a lot out of the SLEE lab, mental health facilities, and the book "The Intimate Enemy"						
1						1
27. I was made aware of the various social services available						
1						1
13. More impressed with group discussions than with SLEE lab						
1						1
40. Served as an excellent refresher course						
1						1

Negative Comments

53. Course requires some restructuring--instructors need more organization and planning of the course	3	1	2	1	7
28. It should be geared to a more practical level	4				4
50. Course was a complete waste of time for me			2		2
52. Officers knew more about handling people than the instructors	1		1		2
51. Redundant in dealing with the mentally ill			1		1
54. Group could use "sensitivity training"		1			1
14. Most of the time was spent re-hashing things everybody knows	1				1

APPENDIX I

WOULD YOU RECOMMEND THAT THIS COURSE
BE MANDATORY FOR ALL MEMBERS OF YOUR DEPARTMENT? WITH THESE EXCEPTIONS:

(Figures reported are number of responses)

	Department 1	Department 2	Department 3	Department 4	Department 5	Department 6	Total
	N=53	N=11	N=7	N=6	N=1	N=22	N=100
17. Should be offered on a voluntary basis, as mandatory attendance won't work				1		2	3
10. After three years experience		1					1
11. Brief orientation course first, to explain the course content, then let the officers voluntarily attend		1					1
12. One-half of the department, and don't distinguish between assignments, age, or experience		1					1
13. Administrative officers			1				1
14. Officers with six or more years experience would not be as receptive			1				1
15. Those who already have knowledge of the course content			1				1
16. Send uniform officers, jail officers, do not send detectives or command personnel			1				1
18. Offer an additional two weeks for only recruits, after one year's street experience						1	1
19. Send all new trainees from now on						1	1
20. If time and manpower allows, send everyone						1	1
21. No exception, but with a pre-orientation to put the men in a proper frame of mind to understand the course's value						1	1

22. Within the scope of priorities	1	1
23. Send all line and special detail officers, only administrative officers that volunteer	1	1
24. Sergeant and commnaders should have a specialized program	1	1
25. This course should be a standard part of in-service training	1	1
26. Exclude administrative and staff officers 1		1
27. Mandatory for all new officers, reservations for officers with ten or more years expericence 1		1
28. Careful consideration to the individual's scheduling situations, such as shift assignments, school attendance, etc. 1		1

APPENDIX M

WOULD YOU RECOMMEND THAT THIS COURSE BE MANDATORY FOR ALL MEMBERS OF YOUR DEPARTMENT? WHY?

(Figures reported are number of responses)

Department <u>1</u>	Department <u>2</u>	Department <u>3</u>	Department <u>4</u>	Department <u>5</u>	Department <u>6</u>	Total
N=53	N=11	N=7	N=6	N=1	N=22	N=100

Positive Comments

10. We're in people to people contact, therefore it would be beneficial to everyone We're dealing with people, therefore, we need the insights and the skills 9 3 2 4 18
31. It is a very valuable learning situation--something to be gained by every individual exposed to this type of training 9 1 2 6 18
24. Whatever an officer's assignment is (special detail, etc.) he still deals with people and this course would benefit them in dealing with discussions, investigations or whatever 4 1 3 1 9
32. It offers insight and understanding into other people 2 1 2 1 2 8
19. Understanding yourself and other prople and their problems is necessary in order to do a good job--it would help a person understand himself and other people better 4 1 5
39. Most beneficial for younger and "newer" officers 1 1 3 5
27. Restructure so that the course offers more emphasis on the individual officer and why he acts a certain way 2 2 4
29. Command people are removed from present contact with the public and tend to relate by their prior contact experience. This course would give them the opportunity to better understand current problems and current thinking of citizens 3 1 4
22. These theories of communication skills are applicable to inter-department communications--a common problem internally 3 3
23. Because of the self awareness gained 3 3

- 33. Better understanding and communication with the mentally ill
2 1 3
- 16. Some officers are set in their ways and older officers would benefit in changing their attitudes. This course helps prepare a new man in indoctrinating him into the "Seamer" side of life
2 2
- 37. Command personnel would most definitely benefit and gain a greater understanding of subordinates
2 2
- 38. Course leads to more uniformity of applications of this type of information. Everyone should be applying it the same
1 1 2
- 05. No comment
1 1 2
- 11. Command officers should see the material used and the way we're approaching problems
1 1
- 12. Lots of officers don't have Psychology or Social Science background and this course would help.
1 1
- 17. Person without this training would be at a disadvantage
1 1
- 28. For their interpersonal dealings, include the civilian employees also
1 1
- 34. It increases the officers confidence in many situations
1 1
- 35. Seminar directly hits at one of the common police problems--our present mental outlook, etc. We are our own biggest problem
1 1
- 25. Even if a person doesn't learn anything, at least he's made aware of the problems he will run into
1 1

Negative Comments

- 13. It should be voluntary, if they don't want to go they'll get nothing out of it
1 1 1 3 6
- 51. It would not be that beneficial
2 1 3
- 14. It doesn't have any value. (Condense the course to 1-2 days)
1 1

52. Only those officers in direct citizen contact could benefit from the course
1 1

END