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BARTELL ASSOCIATES

EVALUATION OF THE TEMPLE UNIVERSITY
HUMAN RELATIONS TRAINING PROGRAM
FOR
THE PHILADELPHIA POLICE DEPARTMENT
(G.J.C. Subgrant Application PH-209-73A)

Barzell Associates, Inc

19325

EVALUATION

LOAN

EXECUTIVE SUMMARY OF THE HUMAN RELATIONS TRAINING PROGRAM
EVALUATION CONDUCTED BY BARTELL ASSOCIATES, INC.

This final evaluation report of the Human Relations Training Program for Police (H RTP) conducted at Temple University is the result of one month of very intensive review and analysis of the program by Bartell Associates, Inc. The objective of this final report was to: 1) conduct a detailed evaluation of the needs, outputs, impact as well as course content of the H RTP; 2) identify problem areas and provide solutions to increase learning efficiency and 3) provide recommendations as to how the program can interface with the operational objectives of the Criminal Justice System of Philadelphia.

The evaluation was conducted on the four elements that make up the Human Relations Training Program: 1) the needs and objectives the Philadelphia Police Department Training Academy has for the H RTP, 2) the internal operations and academic structure of the H RTP, 3) the outputs of the H RTP and 4) the impacts of the H RTP on the operations of the Philadelphia Police Department and their clients.

The needs being met by the H RTP were found to be necessary as a vital component of a progressive police training program. Temple, at present, is an excellent source for this training since the resources available for the training in terms of staff, actors, etc., are superior.

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. This Penal Code instruction should be rescheduled to allow for more H RT time. Additionally, video tape equipment should be strongly considered as an approach for improving instructional techniques.

The output analysis showed the H RTP to have adequate outputs based on the number of men trained, hours of course content provided, and subjects covered in a two-week course.

Impact analysis, although not extensive, has shown 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.

In conclusion, the Human Relations Training Program has the elements of a model program which other large police training academies could use as a guide. The H RTP is fulfilling a training need in perhaps the most effective way possible. It is recommended, however, that action be taken to more accurately measure the impact of the Human Relations Training Program for Police in the City of Philadelphia since a long range and detailed analysis on the impact could not be conducted within the short time period available.

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I. INTRODUCTION

This final evaluation report of the Human Relations Training Program for Police (HRPT) conducted by Temple University is the result of one month of very intensive review and analysis by Bartell Associates, Inc. The HRPT is a part of the Philadelphia Police Academy's curriculum for recruit training. Temple University has conducted course evaluations for each of the seven sections of the course given between December 3, 1973, and April 5, 1974. This information has proven to be valuable in terms of our evaluation approach.

Although a suggested outline is provided for the final report in the "Responsibilities of Project Evaluators" the evaluator has tailored this report to include all information required, but in a manner which is in concert with a training program evaluation. For this reason, the evaluation report is presented in six parts, which include

- I. Introduction
- II. Needs Analysis
- III. Course Analysis
- IV. Output Analysis
- V. Impact Analysis
- VI. Summary and Recommendations

Using this approach, it is the intent of the evaluator to present a complete and functional evaluation report.



In order for the reader to put this evaluation into proper perspective, this following section is presented as an overview of Human Relations Training.

In review of journal articles, research studies and from actual review of training programs the evaluators found no consistent definition of "Human Relations" as applied to police training. Uniquely, the subgrant application is titled "Human Relations Training for Police" while the Curriculum for Recruit Policemen lists this training under "G. Human Behavioral Sciences" which include:

- 1) "Recognition and Handling of Mentally Disturbed Persons" and
- 2) "Sociology and Psychology".

The Center for the Administration of Justice that is providing the training lists the program on their "Daily Schedule" as "The Social Sciences in Police Work". Review of the literature that discuss similar subjects covered in this training program are called "Police Community Training", "Community Relations" and have even been mislabeled as "Public Relations". Needless to say, the titles traditionally used do not provide a workable definition. In order that comparisons to other programs could be made and to act as a point of reference for this evaluation, the evaluator operationally defines Human Relations Training as the



"development of an approach to respond to police-client service contacts in such a fashion as to minimize the possibility of conflict and/or negative reactions while maximizing the efficiency of information transmission that will result in a satisfactory service response or modify behavior into an acceptable form." The form of training to accomplish this could be in many forms as is presently the case.

In many training curriculums throughout the country, Human Relations Training is only one component in the Social Science program. These Social Science programs usually include the following topic areas in their curriculums:

- Public Relations
- Human Relations
- Police Psychology
- Minority Groups
- Police-Press Relations
- Handling the Mentally Ill
- Criminology

At the Philadelphia Academy "Human Relations Training" is in reality synonymous with "Social Science Training" at these other training academies.

Local Government Research Corporation in its In Depth Study of the Erie Police Training Academy: A Focus on the Future (p.8) shows the following hours for Social



Science (or Human Relations) curriculums in various academies across the nation.

Erie Academy 1972	7 hours
Allentown Academy	50 hours
Lancaster Academy	6 hours
Allegheny County Academy	48 hours
Pennsylvania State Police Academy	20 hours
New York City Academy	173 hours
Los Angeles Academy	36 hours
National Average	9.3 hours

This study continues by making the following recommendations for Social Science curriculums (p.20):

Recommended minimum training	20 hours
Recommended subsequent training	38 hours
Recommended maximum training	56 hours

The Philadelphia program compares to these in that it offers 48 hours of training which is five times more than the national average of 9.3 hours, over twice the minimum recommended training, and slightly less than the maximum recommended training.

A survey of 88 training programs in the United States further showed that only 3.7% of total training time was spent on Social Science (or Human Relations) instruction. (Ralph Green, "Development of Multi-Media Programmed Instructional Materials for the Training of Law Enforcement Officers", 1969.) (p.41) In comparison, the Philadelphia



Training Academy has a total of 560 hours of instruction.

The 48 actual instruction hours of "Human Relations" instruction comprise 11.7% of the 560 total hours.

Although the emphasis has increased on Social Science training in the last few years the amount of such training provided to the Philadelphia officer is indeed comparable to that which is received in similar sized departments. However, the focus of this evaluation extends beyond the number of hours to the area of learning efficiency or is the training providing the most learning opportunities in the time available.

In summary the following criteria for a good Human Relations Training program were used as the measuring device for the evaluation as presented on the following pages.

1. Selection of learning sets or topical areas should adequately respond to the needs of the task or job to be performed.
2. Objectives stated in such a way that they provide guidance as to what training technique may be utilized and that informational, attitudinal or behavior change indicators can be developed.
3. Adequate number of learning sets presented to meet learning objectives. (This includes hours of training as measurement tool.)
4. Proper selection of techniques that present the training sets in the most effective manner



and that provide for efficient use of training resources.

5. Maximum transference of knowledge from the structured academy/university situation to the highly flexible street situation.
6. Adequate time to assimilate learning sets so that the slowest individual will have obtained a minimal acceptable level.
7. Continually available feedback to the student as to his degree of assimilation of learning information.

Using a combination of questionnaires, observation, interview and program comparison to other successful programs the above training criteria were analyzed as presented in the following sections.

II. NEED ANALYSIS

This first step in evaluating any organization is to analyze what need existed that caused the development of the organization. The "Human Relations Training Program for Police" was developed with the following specific objectives.

1. To provide the recruit with an increased understanding of human behavior, social change and the police role in the urban community.
2. To provide the recruit with opportunities for receiving professional and group feedback regarding his ability to handle emotionally charged and/or conflict situations.
3. To assist in his personal adjustment to a career in law enforcement.
4. To provide information on juvenile problems and the police.
5. To provide the recruit with a better understanding of his behavior and its impact on others.
6. To assist the recruit in becoming more skillful in predicting the behavior of others.

- 
7. To familiarize the recruit with the differences in behavior of persons from various minority groups.
 8. To acquaint the recruit with various social and psychological problems in the urban environment and their affect on the police officer (including narcotics and alcohol).
 9. To provide the recruit with the opportunity to understand how other groups (i.e., college students) view the police officer.
 10. To assist the recruit in recognizing and handling the disturbed individual.

Changing social conditions have developed in the generalization and categorizing of social, economic, racial, and professional groups. The police officer is one of these groups which has frequently been the target of abuse and contempt by the general public. Instead of obtaining the full cooperation of the public, the police officer is often hampered in the performance of his duty. The contemporary police officer faces problems which were virtually non-existent decades ago.

Police officers and recruits all have preconceived attitudes, ideas, and prejudices. Because of their work with the general public, these preconceived attitudes, ideas, and



prejudices are critical to the policemen when they deal with young people, minority groups, the mentally ill, and the poor. Additionally, the prejudices of these groups make the police officers' job much harder to accomplish. For this reason, the police officer must adjust to any given situation by using his training not only in police operations but also in human relations. Changing social conditions have caused the police training to increase in human relations training. The above objectives were developed to help provide a solution to the problem.

To further analyze the need recruits were asked "What is your reaction to the following statement? Training in the social sciences should be part of every policeman's training." The response of the 287 recruits was:

Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable
35.8%	44.8%	17.4%	1.7%	.3%

As can be seen, 80.6% of the recruits thought social science should be part of every policeman's training. These percentages are similar to similar nationwide studies conducted. Additionally these percentages are in accordance with the following statement from the National Advisory Commission of Criminal Justice Standards and Goals.



"The police deal with people and their problems under circumstances of stress; this can lead to misunderstanding. A policeman must issue clear instructions to bring order out of confusion and conflict. He must understand human nature and the dynamics of communication, and must recognize the motivations and behavior of persons, particularly under stress."¹

Several studies on workload analysis indicated that 70 to 90 percent of the officer's service requires extensive human relation skills. (Manella (Chicago) 1971; Braden (Chicago) 1970; Bartell, Bartell, and Lee (Allentown) 1971.) One such study (Braden, 1970) found in a high crime area of Chicago that 15 percent of the calls dealt with crime being committed or in the process of being committed; 45 percent had to do with disturbances such as neighbors fighting, tavern brawls, family fights, and minor nuisances such as loud radios, mischievous children, and situations that were getting out of hand; and 40 percent of the calls were from people seeking information or requesting emergency assistance.

For the above reasons as well as from a professional police point of view, the evaluator believes there is a

¹National Advisory Commission of Criminal Justice Standards and Goals, Police, page 401, 1973.



justified need for Human Relations Training for the police officers of the City of Philadelphia. Although the human relations training could be provided by the Philadelphia Police Academy or another academic institution, such as Temple, the evaluator feels the university is a desirable site for such training. Resources which the university has including personnel, classrooms, films, and actors help make human relations training a more dynamic, valuable course.

Although difficult to quantify due to lack of clear role definition, Human Relations Training is a prerequisite for the contemporary police officer. Through Human Relations Training an officer should be better equipped to understand human situations and act in the most efficient and acceptable manner.

Although the objectives of the human relations training as specified in the subgrant application are well stated they are in reality goals or a "desired state of affairs that is timeless" in contrast to an objective or "something that can be quantified." Although it is suggested that the goals be optimally refined and stated as objectives this is difficult in that at best the individual student will become acquainted with his own personal reactions to the various subgroup behaviors, goals, and attitudes and only start to develop his own approaches for acceptably dealing with the subgroups

of the program is successful. Therefore, role perception will just begin to be effected, behavioral change in most cases will not have become effected and attitudinal changes would only be possible by those cadets extremely mature. Although obvious, this was statistically reaffirmed in the first evaluation of this program by Dr. Richard J. Malnati through the use of the Rokeach Dogmatism Scale, Tolerance-Intolerance of Ambiguity Scale and the Underdog Scale. Although good test instruments none produced a significant difference from pretesting to posttesting. Although time did not permit the use of these tests in this evaluation, the evaluator's experience indicates such would be the case with the classes under current evaluation.

However, subjective peer groups and supervisor evaluations on the role play situations could be utilized on changes of such objectives as

1. Better attitude to include such indicators as decreases in observed cynicism, intolerance, prejudice, stereotyping, and superior attitude.
2. Better communicative ability to include changes in such indicators as discourtesy, profanity, name-calling, overfamiliarity, non-verbal communicative awareness skills, increased listening, increased explaining of police actions to client, overseriousness of task.

3. Identification and attempt to resolve problems of anger and provocation to include such indicators as authority symbol perception, level of manipulation (educative, pure manipulative, use of social sanctions, economic sanctions or physical force), perception of professional contact versus personal encounter.

Needless to say the above skills and skill level indicators could be developed into objectives that operationally formulated into a peer evaluation checklist could be quantified. Also through this evaluation approach, the need for such training could be preanalyzed and postanalyzed. These analyses would further substantiate the need for this training program and could be used in lieu of the test instruments used by Dr. Malnati.



III. COURSE ANALYSIS

Properly evaluating the Human Relations Training Program requires analysis of each of its major components. Using this approach, the evaluator should be able to find deficiencies if any, in the Human Relations Training Program, as well as, the cause of these deficiencies. Additionally, strong points will be identified from which to base guidance for future improvements. For this reason, the Course Analysis is conducted in four areas. These areas include Course Content, Instructors Used, Techniques Used, and Handout Analysis.

A. COURSE CONTENT

The Human Relations Training Program is a two-week course which has been given to 287 recruits of the Philadelphia Police Academy between the dates of December 3, 1973, and April 5, 1974. Having had seven course sections during this time period, the course content has changed only slightly from section to section. (A detailed course syllabus can be found in Appendix A for each of the seven sections.) Table 1, Course Content and Recruit Evaluation Overview, found on the following pages, was developed to analyze the individual subject areas covered in the Human Relations Training Program.

MAJOR EVALUATIONS UNDERWAY OR COMPLETED IN YOUR SPA

Project or Program being Evaluated:

Grant Title: PH-209-73A Human Relations Training Program
(include grant number)

Grantee: Phila. Police Dept.

Brief Description: Designed to give police recruits and in-service
(both project and evaluation effort)
personnel a background in community relations for human response
to provide police officers with a better understanding of human
nature, thereby allowing the officer to better serve the community
and Police Department.

Scheduled date of final Evaluation Report: 5/13/74

Person to contact concerning the Evaluation:

Christine A. Fossett, Chief, Evaluation & Monitoring Unit
(name)

Governor's Justice Commission, Department of Justice

(address)
Box 1167, Harrisburg, PA., 17120

717-787-1422

(telephone)

If completed, is Evaluation Report on file with NCJRS? yes no

Please mail completed form to:

~~Keith Miles~~
Office of Evaluation
LEAA-NILECJ
Department of Justice
Washington, D.C. 20530

Table 1

COURSE CONTENT AND RECRUIT EVALUATION SUMMARY¹

Topic	Hours of Instruction							Rating: Favorable/Very Favorable							Average For All Sections
	Section 1	2	3	4	5	6	7	1	2	3	4	5	6	7	
1. Orientation	.5	.5	.5	.5	.5	.25	.25	*	*	*	*	*	*	*	
2. Alcoholism	3.50	4.00	4.00	6.00	6.00	4.00	3.75	92%	76%	83%	77%	72%	83%	95%	83%
3. Panel Discussion Narcotics and Dangerous Drugs	3.00	3.00	3.00	3.00	2.50	3.00	3.00	84%	61%	89%	76%	77%	93%	91%	69.6%
4. Temple Student Panel	1.00	*	*	1.50	*	1.50	1.50	41%	*	*	*	*	77%	45%	55.3%
5. Juvenile Gang Syndrome	1.50	*	*	*	*	*	*	84%	*	*	*	*	*	*	84.0%
6. Juvenile Problems and the Police	*	7.50	4.00	5.50	7.50	1.50	2.50		92%	68%	67%	91%	95%	91%	85.0%
7. Abnormal Behavior	2.00	2.00	2.00	3.00	2.00	1.50	2.00	64%	82%	79%	68%	41%	63%	52%	65.1%

¹An evaluation form can be found in the Appendix.

Table 1 (continued)

Topic	Hours of Instruction							Rating: Favorable/Very Favorable							Average For All Sections
	Section 1	2	3	4	5	6	7	1	2	3	4	5	6	7	
8. The Correctional System and the Police	3.00	1.50	1.50	2.50	1.50	2.50	2.00	68%	53%	66%	58%	41%	47%	30%	51.9%
9. Community Organization	2.00	3.00	1.50	2.00	2.00	2.00	3.00	31%	29%	48%	59%	60%	31%	23%	41.1%
10. The Philadelphia Criminal Justice System (Film and Discussion)	4.00	4.00	4.00	4.00	4.00	4.00	4.00	66%	32%	18%	39%	44%	57%	39%	42.1
11. High School Student Panel	2.50	2.50	2.50	2.50	1.50	2.00	2.00	32%	46%	54%	33%	86%	37%	45%	47.6
2. Film Discussion: Besieged Majority								*	*	*	86%	*	*	*	86%
3. Educational and Occupational Pattern	4.00	4.00	4.00	—	4.00	2.00	2.00	79%	62%	67%	77%	84%	70%	77%	73.7%
4. Family Crisis Intervention	4.00	2.00	3.00	3.00	3.00	1.75	2.00	70%		89%	93%	85%	86%	79%	84.5%

Table 1 (continued)

Topic	Hours of Instruction							Rating: Favorable/Very Favorable							Average For All Sections
	Section 1	2	3	4	5	6	7	1	2	3	4	5	6	7	
15. Conflict Resolution	*	*	*	*	*	2.00	4.00	*	*	*	*	*	76%	73%	74.5%
16. Family Organization, Interaction and Sexuality	3.00	4.00	3.00	3.00	3.00	2.00	2.00	29%	69%	84%	33%	62%	64%	64%	57.9%
17. Film and Discussion: The Prejudice Film	*	*	*	*	*	3.00	3.00	*	*	*	*	65%	77%	86%	77.0%
18. Social and Economic Change	6.00	5.00	5.00	4.00	4.00	2.00	2.00	92%	95%	71%			23%	14%	59.0%
19. Legal vs. Illegal Use of Drugs	2.00	2.00	2.00	2.00	2.00	2.00	2.00	24%	53%	54%	42%	50%	68%	59%	41.6%
20. Film and Discussion: Law and Order	2.50	2.50	2.50	4.00	2.00	2.00	4.00	82%	94%	94%	89%	63%	81%	80%	80.4%
21. Film and Discussion: This Child is Rated X	*	*	*	*	*	*	3.00	*	*	*	*	*	*	*	
22. Values & Behavior	3.00	3.00	3.00	2.50	3.00	2.50	2.50	91%	66%	76%	93%	84%	84%	80%	83.0%

Table 1 (continued)

Topic	Hours of Instruction							Rating: Favorable/Very Favorable							Average For All Sections
	Section 1	2	3	4	5	6	7	1	2	3	4	5	6	7	
23. Communication						3.00		*	*	*	*	*	60%	*	60%
24. Penal Code Instruction - Police Academy Instruction	18.00	18.00	18.00	18.00	18.00	18.00	18.00	*	*	*	*	*	*	*	
25. Examination and Evaluation	1.50	1.50	1.50	1.50	1.50	1.50	1.50	*	*	*	*	*	*	*	
TOTAL MEN ATTENDING								38	40	36	43	43	43	44	287

1. Orientation - Policemen are familiarized with the Temple Campus and given a brief description of the course. They are urged to participate in the classes as much as possible as the effectiveness of the program depends upon interaction and rapport between the instructors and the class. The purpose of this orientation is simply to "set-the-scene" for the recruits for the coming two weeks.

2. Alcoholism - This topic area averages four hours in length. During this time a 45-minute film, "The Other Guy," is shown. The goal of this subject area is to make the recruit aware of the problems faced by the alcoholic. Class discussions, which play a large part in this course, center around proper methods of handling an alcoholic, common misconceptions about alcoholism, and recognition of the common physical impairments caused by chronic alcoholism. Course evaluations by the recruits gave this topic area an overall favorable-very favorable rating of 83%, ranging from 72% to 95%.

3. Narcotics and Dangerous Drugs - With a panel of addicts, former and present, police officers discuss addiction, treatment, and rehabilitation in a law enforcement context so that the officer may become aware



of the most effective methods of handling an addict. Occasionally the film, "All the Kids Like That: Tommy's Story," is shown. Officers gave this three-hour (average) subject area an overall favorable-very favorable rating of 69.6%, ranging from 61% to 93%.

4. Temple Student Panel - The Temple Student Panel session helps to convey to the officer the attitudes of the contemporary college student. Usually a two-hour session, officers are provided with insights of the college student in a discussion atmosphere. Different approaches are discussed and critiqued from which the officer can base his own techniques. Used only three times in the seven sections the Temple Student Panel had ratings of 41%, 77%, and 45%.

5. Juvenile Gang Syndrome - This topic area was given during the first section only. In later sections the information was included in the topic area "Juvenile Problems and the Police." The goal of this subject area was to educate officers in the areas of gang identification, organizational structure, and effect on members and the community. This subject area lasted 1.5 hours and was given a favorable-very favorable rating of 84%.

6. Juvenile Problems and the Police - The purpose of this topic area is to make the officer aware of the



many facets of the juvenile problem facing the community. Topics covered in this four-hour subject area include the identification and organizational structure of delinquent gangs, the processing of the juvenile offender from apprehension to disposition, and the scope of the juvenile problems in the urban community. Officers have given this topic area an overall favorable-very favorable rating of 85%, ranging from 67% to 95%.

7. Recognition of Mental Disorders & Abnormal Behavior (Suicide) - The goal of this subject area is to teach the officer some practical methods of handling the disturbed person. Not only is the officer taught how to recognize the behaviors, he is also taught how to identify the medication used for mental and physical disorders. A professional actress is used to help teach this subject area. She acts out a true-to-life situation for the officers to take part in. This topic area runs an average of two hours. Its overall favorable-very favorable rating is 65.1%, ranging from 41% to 82%.

8. The Correctional System and the Police - The Philadelphia prisons and their administration are described during this two-hour session. Recruits are made aware of problems in the correctional setting



such as homosexuality, religion, politics, and overcrowding. Rehabilitation programs for recidivists and first offenders are discussed with the purpose to encourage recruits to consider various alternatives when making an arrest. Recruits from each of the seven sections rated this subject average in relation to the other subject areas covered in the course (51.9%).

9. Community Organization and Structure - This subject area is designed to make the recruit aware of the impact of political activity in various urban neighborhoods. Special emphasis is placed on the Puerto Rican neighborhoods. This subject area averages two hours in length. Recruits gave it an overall rating of 41.1%, ranging from 29% to 60%.

10. The Philadelphia Criminal Justice System - This topic area, using a film and panel discussion, is to familiarize the officer with specific aspects of the Criminal Justice System in Philadelphia. The film used is "Crime of Our Courts," running 50 minutes. The panel is made up of a Public Defender, a Common Pleas Court Judge, and an Assistant District Attorney. This four-hour (average) topic area was given a 42.1% rating by recruits, ranging from 18% to 66%.

11. High School Student Panel - Discussion with inner city young people of varying backgrounds



graphically illustrates to the officers a side of the public seldom seen during their professional experience. Reverse-role-playing helps make the officers aware of how the juvenile perceives the police officer. The two-hour session covers many of the attitudes and prejudices the students have for the police. The evaluation ratings vary greatly, probably due to the different students which are included in the panel. The purpose of this session is to give the officer new ideas for approaching the juvenile.

12. Film and Discussion: "Besieged Majority" - During the fourth section of the Human Relations Training Program a film entitled "Besieged Majority" was shown with a discussion following. Incidents pertinent to contemporary urban problems are shown in this film. The discussion which follows demonstrates how to effectively handle a variety of situations and individuals an officer may encounter, including the victim of a crime. The film and discussion received an 86%, which is a relatively high evaluation.

13. Educational and Occupational Patterns - This two-hour lecture-discussion provides insight into the educational experiences of minority groups and relates these to professional opportunities of minority groups.



Additionally, changing neighborhoods and housing patterns are discussed as they affect the roles of the policeman. This subject area is to provide the officer with reasons for the poor economic conditions of various neighborhoods so he can adjust his actions accordingly. Given during each of the seven sections, Educational and Occupational Patterns has received evaluations ranging from 62% to 89% for an average of 73.7%.

14. Family Crisis Intervention - This three-hour (average) subject area uses professional actors to present emotional situations in which officers intervene. Tape recordings of psychologists' interviews with convicts and mentally disturbed patients are also used to demonstrate criminal motivations and behavior. Through the use of the actors and tapes, this subject area teaches the recruit how to handle the most difficult situations a policeman encounters, the domestic dispute. Recruits gave this topic area an overall favorable-very favorable rating of 84.5%, ranging from 70% to 93%.

15. Conflict Resolution - Until the sixth section, Conflict Resolution was part of the Family Crisis Intervention topic area. For the sixth section Conflict Resolution was made a separate course because it generalizes to other areas of police work--not only



family disputes. Officers are taught that verbal discussion is their best defensive and offensive weapon. This four-hour topic area was given an overall favorable-very favorable rating of 74.5%, ranging from 73% to 76%.

16. Family Organization, Interaction and Sexuality - The evaluation range of this subject area (29% - 84%) indicates the type of presentation or technique used and probably has a great impact on the favorable evaluation of this subject area. During this two-hour session the policeman is made aware of the impact his profession will have on his personal life as well as the impact his personal life will have on his professional performance. Discussion of this subject includes interaction with co-workers, family, and the general public.

17. Film and Discussion: The Prejudice Film - "The Prejudice Film" is shown to help the officers realize the great amount of prejudice which exists and how this prejudice has no basis. During the discussion which follows the film many of the officers reveal their individuality as well as their unfounded prejudices. This subject area has received ratings of 65%, 77%, and 86%.



18. Social and Economic Change - An historical review of the growth, development and change of the law enforcement profession is presented. Usually a two-hour session, the lecture analyzes social and economic changes in the urban environment, and their impact on the police and various groups within the community. The recruit is made aware of his profession as it relates to society and how law enforcement adjusts to meet a changing society.

19. Legal vs. Illegal Use of Drugs - This subject area is usually a two-hour lecture-discussion which covers the variety of drugs which exist. It is emphasized during the discussion that there is a very thin line between legal and illegal use of drugs. The goal of this subject area is to convey to the officer a use of discretion. The very favorable-favorable rating of this session is 41.6% with a high of 68% and a low of 24%.

20. Film and Discussion-Law and Order - This 80-minute film, and the accompanying discussion, evaluates actual situations police encounter during a routine day and group dynamics and decision making within groups of police officers. Recruits gave this topic area an overall favorable-very favorable rating of 80.4%, ranging from 63% to 89%.

21. Film and Discussion-This Child is Rated X -

This film and discussion help show the officer what happens to a juvenile when he is placed in an institution. The film depicts the problems juveniles have including abuse, homosexuality, and institutional treatment methods. This three-hour session is designed to impress upon the officers a need for alternative courses of action for handling a juvenile. Conducted only in the seventh section this subject area was not included in the recruit evaluation.

22. Values and Behavior - Individuality of the officers in the class is demonstrated through the use of "value-oriented" games. A discussion of the individual's different reactions to the game clearly shows the officers' different perceptions, values, and behaviors. During the 2.5 hour session differences in the behavior of persons from various social, economic, racial, and national groups are discussed. The officers are made aware that each person has his own set of values as well as behavior patterns. This subject area has received a relatively high evaluation from the officers (83%).

23. Communications - In the past this topic area had been included in the Values and Behavior topic area.



For the sixth section it was made a separate subject area. This topic stressed verbal and non-verbal (body language) communications with minority groups. "Communications" was taught for three hours and was given a favorable-very favorable rating of 60%.

24. Penal Code Instruction - Typically 18 hours of penal code instruction is given the recruit by a Philadelphia Police Academy Instructor. Because it is not truly part of the Human Relations Training Program, no evaluation is available. However, the evaluator does interpret this as 18 hours which should be used for human relations training, rather than Penal Code instruction.

25. Examination and Evaluation - The evaluation reviews the materials presented during the course. A written questionnaire followed by discussion indicates individual reaction to the class and the effectiveness of the instruction. The results of the evaluation are used to update future course sections.

CRITIQUE OF COURSE CONTENT

The Human Relations Training Program at Temple University perhaps has the elements of a model program. There exists very little literature dealing with human relations training, which include what subjects should be covered.

In the Human Relations Training Program subjects covered to aid the officer in his handling of the public include:

- High School Students Attitudes
- College Students Attitudes
- Gang Member Attitudes
- Family Disputes
- Problems in the Prisons
- Problems in the Courts
- Alcoholism
- Drug Addiction
- Abnormal Behavior
- Prejudice
- Neighborhood Differences
- Ethnic Differences
- Economic Differences
- Homosexuality
- Proper Communication
- Conflict Resolution
- Body Language
- Personal Adjustments

It should be emphasized the subjects are not presented irrespective of the other subjects. Discussion of a given subject such as a high school students may



include the areas of race, economic background, and neighborhood and gang relationship. The evaluator finds the list of subject areas covered to be quite comprehensive.

For ease of evaluation the course topics were broken out into training objective sets that often are present in "human relation" type training programs. These sets (see Needs Section): 1) Perception/Awareness; 2) Attitude; 3) Communications; 4) Anger/Provocation Response when taken collectively can provide the student with the information (tools) he will need to develop his mental set, philosophy or approach formula that will later on the street through trial and error evolve into his "professional personality" or methods of operation in client contact. Needless to say the length of any of these sets collectively or individually are not going to be adequate to develop the actual "professional personality" which due to resource constraints is not unexceptionable. However, in every training program all four sets should be adequately presented with ample time set aside for the internalization process to begin with at least one feedback opportunity available to each student. As can be seen on the chart on the following page all four areas are covered.



TRAINING TOPICS GROUPED INTO TRAINING OBJECTIVE SETS

		<u>Average Hours</u>
<u>Perception/Awareness</u>		
2	Alcoholism	4.0
3	Narcotics and Dangerous Drugs	3.0
5	Juvenile Gang Syndrome	1.5
6	Juvenile Problems and the Police	4.0
8	The Correctional System and the Police	2.0
10	The Philadelphia Criminal Justice System	4.0
19	Legal vs. Illegal Use of Drugs	2.0
21	Film and Discussion: This Child is Rated X	<u>3.0</u>
	Total	23.5
<u>Attitude</u>		
4	Temple Student Panel	2.0
11	High School Student Panel	2.0
16	Family Organization, Interaction and Sexuality	2.0
17	Film and Discussion: The Prejudice Film	2.0
20	Film and Discussion: Law and Order	3.0
22	Values and Behavior	<u>2.5</u>
	Total	13.5
<u>Communication</u>		
7	Recognition of Mental Disorders & Abnormal Behavior (Suicide) (only given once)	2.0
12	Film and Discussion: Besieged Majority	4.0
14	Family Crisis Intervention	3.0
15	Conflict Resolution	4.0
23	Communications (only given once)	<u>3.0</u>
	Total	16.0
<u>Anger/Provocation Response</u>		
9	Community Organization and Structure	2.0
13	Educational and Occupational Patterns	2.0
18	Social and Economic Change	<u>2.0</u>
	Total	6.0

18 hrs. Penal Code Instruction cannot be placed into any of the above categories.

Administrative time has not been included in the above.

NOTE: Hours per actual course varied somewhat from this breakdown so hourly totals will be more on this chart.



The perception/awareness component is stressed in the program. Since perception/awareness which includes general information that is used as a foundation for a personal bias is the most common objective of college education this could be de-emphasized as many of the cadets will later attend college. More attention should be given to Communications and Anger/Provocation Response. Although the data available is not adequate to determine the minimum number of hours required no less than one day per set should be given. This is so the student can be mentally emersed for a period of time with no set changes so that the individual has time to assimilate the set information into the approach formula he is developing. For this reason also the courses should be scheduled together in the set groups as presented on the chart. This would provide scheduling flexibility in that any topic in the set could be selected first, second, third, with the possibility of more than one topic presented in a training day. However, all topics to be presented in the course from the set group should be given, then a move should be made to set II, III, and then IV. This would focus the student's emotions and energies on one personal skill set at a time and not have his efforts be constantly interrupted when they just may be starting to



form an approach formula that will be of use to him in handling incidents in the field. It is strongly recommended that Penal Code Instruction or legal training not be given during the two weeks. Instead Spanish Understanding should be given as well as extended periods devoted to feedback to the student so that reworking of a personal client contact philosophy (approach formula) would be possible. If this is not possible the P.A.I. training should be scheduled all at the end of the two weeks. If the academy has to give the training in the afternoons some subject area more closely related to the subjects given in the morning should be presented.

In summary the topics are appropriate as presented (the reader cannot tell from the title) and severe changes should be reviewed with caution.



B. INSTRUCTORS

As part of the course analysis, the instructors of the course were also evaluated. This was done in terms of their actual instructional capability, as perceived by the students as well as from classroom observation of a random selected group of instructors. The following is a list of instructors and their backgrounds as stated in sub-grant application Human Relations Training for Police-PH-082-72A as well as from information received from Temple University.

The InstructorsMr. Louis Aytch

Mr. Aytch is the Superintendent of the Philadelphia Prisons. His educational background is as follows:
B.S. Saint Joseph's College, 1953

Mrs. Lynn Hubschman

Mrs. Hubschman is the Director of Social Services at the Pennsylvania Hospital. Her educational background is as follows:
B.A. University of Pennsylvania, 1957
M.S.W. University of Pennsylvania, 1964

Dr. Richard Malnati

Dr. Malnati is an Associate Professor in the Department of Psychology at Temple University. His educational background is as follows:
B.S. Suny at Brockport, 1964
M.Ed. Springfield College, 1965
Ph.D. Ohio University, 1970

Mr. Eugene Montone

Mr. Montone is the Executive Director of the Youth Study Center in Philadelphia. His educational background is as follows:
B.S. Southern Illinois University, 1963
M.S.W. Kent School of Social Work, 1965

Miss Rose Marie
Phillips

Miss Phillips is the Acting Director of the Suicide Prevention Center. Her educational background is as follows:
B.A. University of Pittsburgh, 1949
M.S.W. Smith College for Social Work, 1960

Mr. Joseph Potosnak

Mr. Potosnak is the Executive Director of the Livengrin Rehabilitation Hospital. His educational background is as follows:
B.A. (Social Welfare) St. Mary's Seminary

Rev. Francis X. Quinn

Father Quinn is an economist and lecturer at Temple University. He is presently employed by the National Railroad Adjustment Board as a referee and is also the editor of the Ethical Aftermath series. Father Quinn's educational background is as follows:
B.A. Fordham University, 1956
M.A. Fordham University, 1959
S.T.B. Woodstock College, 1964
M.S.I.R. Loyola University of Chicago, 1966
Currently pursuing Ph.D. in Economics at Temple University

Dr. Warren Smith

Dr. Smith is a psychiatrist associated with the Hahnemann Medical College. His educational background is as follows:
A.B. Lincoln University, 1944
M.D. Hahnemann Medical College, 1957

Dr. William Swan

Dr. Swan is currently employed by the Community Health Center of the Albert Einstein Medical Center. His educational background is as follows:
B.S. Manhattan College, 1965
M.A. St. John's University, 1966
Ph.D. Temple University, 1972

Mr. Ronald VanderWiel

Mr. VanderWiel is an associate professor of social welfare at Temple University. His educational background is as follows:
B.A. State University of Iowa, 1950
M.S.W. Washington University, 1953

Mr. Vincent Ziccardi

Mr. Ziccardi is the Chief Defender for the Defender Associates of Philadelphia. His educational background is as follows:
B.S. Temple University, 1956
M.Ed. Temple University, 1956
LL.B. Temple Law School, 1963



Dr. David Burns

Dr. Burns is presently a psychiatrist at the University of Pennsylvania Hospital. His educational background is as follows:

B.S. Lehigh University, 1962
M.D. Hahnemann Medical College, 1966

Dr. Ronald Davis

Dr. Davis is an Associate Professor of Urban Education at Temple University. His educational background is as follows:

B.A. Ohio State University, 1970
M.A. Ohio State University, 1971
Ph.D. Ohio State University, 1973

Mr. Zander Dockery

Mr. Dockery is an instructor of American History and Social Studies at Dobbins Vocational Technical High School. His educational background is as follows:
A.B. North Carolina College, 1955

Dr. Martin Gilderman

Dr. Gilderman is an Assistant Professor of Spanish at Temple University. His educational background is as follows:
A.B. Temple University, 1963
Ph.D. University of Missouri, 1968

Mr. Donald Johnson

Mr. Johnson is an Assistant District Attorney of the City of Philadelphia. His educational background is as follows:
B.A. LaSalle College, 1968
J.D. Villanova University, 1972

Mr. Edward Mullaly

Mr. Mullaly is an Assistant Director for the Institute for Industrial Relations St. Joseph's College. His educational background is as follows:

B.A. St. Joseph's College, 1947
M.A. Woodstock College, 1953, Education
Ph.L. Woodstock College, 1953
S.T.B. Woodstock College, 1958
M.S. Loyola University, 1967, Industrial Relations

Dr. Alan Summers

Dr. Summers is a Psychiatric Resident at Temple University Hospital. His educational background is as follows:
B.A. University of Pennsylvania, 1960
M.A. University of Pennsylvania, 1966
Ph.D. Jefferson Medical College, 1970
M.D. Jefferson Medical College, 1971

Mr. Alan D. Hewitt

Mr. Hewitt is the program coordinator for the Center for the Administration of Justice at Temple University in charge of developing curriculum and constructing schedules for the training programs of the Center for the Administration of Justice.

As is evident, the instructors and their qualifications are very impressive since they include both an academic and experienced background in the Human Relations Field. This is indeed very important in any type of training and especially human relations training since the practical realities of the training subjects as well as a theoretical background in the subjects is required.

One approach utilized to evaluate the instructors was to analyze the formal evaluations that were completed by the trainees for the seven past sessions. These were tallied and presented in the following table. The percentages of those instructors who taught more than one course were averaged into one percentage.



Table 2
EVALUATION OF INSTRUCTORS FOR SEVEN SECTIONS
HUMAN RELATIONS TRAINING

Instructor	Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable	Total Respondents
Dr. Swan	35	35	30	0	0	37
Dr. Davis	30	43	24	2	1	287
Mr. Montone	48	36	10	4	2	287
Mr. Hewitt	29	52	16	2	1	286
Father Quinn	54	33	10	3	0	104
Mr. Aytch	11	40	37	7	5	286
Dr. Burns	16	48	29	5	2	287
Mrs. Hubschman	23	35	32	6	4	284
Mr. Dockery	19	29	24	17	11	286
Dr. Smith	10	41	33	13	3	285
Mr. VanderWiel	30	44	15	1	1	286
Mr. Potosnak	29	53	13	3	2	284
Mr. Johnson	30	52	13	3	2	287
Dr. Gilderman	13	30	38	10	8	243
Father Mullaly	8	25	34	23	10	131
Dr. Sommers	25	49	17	7	2	86

As is evident, the results are highly favorable. Averaging the results for each instructor, the following percentages result:



AVERAGE EVALUATION OF INSTRUCTORS

Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable
25%	40%	24%	8%	3%

The percentages clearly indicate that, according to the trainees, the instructors have been doing an effective job with 65% rating the instructors as very favorable or favorable, 24% were neutral toward the instructors, and only 11% rated the instructors as either very unfavorable or unfavorable.

These evaluation forms provide some very valuable information to the staff at Temple University in that they can continually evaluate the performance of the instructors in Human Relations Training. In this way, they will be able to continually update and improve the Human Relations Training. However, it is recommended that these forms be modified to include more information such as found in the appendix.

It is recommended in the future that Temple University continue to attract qualified instructors. Although educational background is important, for a theoretical background on Human Relations subjects it is highly recommended that instructors with practical experience in criminal justice human relations be recruited. This is necessary in order for the instructors to relate effectively with the officers receiving the training and especially the veteran officers who have



already had a great deal of on-the-street experience. If the instructors are able to relate effectively with the trainees, there is a much greater chance that attitudes and behavior of the officers will be affected positively.

It was interesting to note that the type of instructors used were of high personal energy level which helped to motivate the class. The instructors and class seemed to relate well to one another and the general atmosphere was one of general excitement even on the ninth day of the course. This probably was due to the newness of the instructor to the class. It is recommended that instructors follow through on the same subject in the next time slot and not a series of lectures apart as occurs in an average of three times per session. Word usage by the instructors was on an understandable level and the instructors for the most part exuded an aura of practical understanding of their subject area as well as an academic understanding. On an average of two students per class indicated they wished the instructors had practical first-hand police knowledge or desired a regular sworn officer to give the courses. Being less than 5 percent, this is not significant. In discussion with the instructors, review of their resumes, and through classroom observation this could not be found to be a significant problem. However, if possible a couple of lectures should be presented by a sworn



officer of the department to reinforce the information being provided by the regular instructors. The classroom coach could expand his role into such lectures.

In conclusion the teaching staff is very adequate and has not grown stale from repetition in that the training coordinating staff, being of excellent quality, is continuously sensitive to instructors' problems and shortcomings, and provides assistance to those who need such. The full-time coordinating staff and support personnel are of unusually high caliber in terms of not only administrative skills, but in terms of a sincere and continuing creative interest in making the program the best possible given the limited resources.



C. TECHNIQUES

There are several methods that are often used in Human Relations Training. The training technique is probably the most important component of a training program in that it determines the efficiency level of dissemination of information, effects the motivation or energy level of the class as well as assimilation rate by the student and provides the feedback mechanism to the student.

The techniques used in the Human Relations Training Program are broken out in percentages as follows:

<u>Technique</u>	<u>Approximate Percentage of Use</u> (Based on 3/25-4/5 course - 48 hrs.)
Lecture	19%
Question-Answer*	16%
Film Presentation	13%
Group Discussion	10%
Panel Discussion	23%
Small Group Discussion	4%
Role Play	<u>15%</u>
	100%

* Often part of lecture.



Not unlike other forms of training and instruction, the lecture method is the most well-known. This approach is primarily used for the dissemination of general information. Although high in information transference efficiency, the lecture technique is generally low in motivation which should be of prime consideration in training of cadets. However, classroom observation by the evaluators has found the energy level was quite adequate during lecture due to the nature of the instructors. The Human Relations Training Program uses a lecture approach for about 19% of the time. This should not be increased and if possible the combination of lecture, question-answer, should not exceed 30%.

Uniquely, those using the lecture method also utilize handouts. Where possible the development of meaningful handouts that can be utilized by the officer when he is not in class is desirable. In total there are 126 pages of handout materials of which 80 pages are basically reference materials.

The chart on pages 45, 46 and 47 shows a breakdown of each handout according to the course it was used in, its fog index, appropriateness, and other factors.



All reading materials are distributed at orientation. This is a good practice for it insures that officers have ample time to read all materials. It is recommended that the pages or booklet required for each session be included in the syllabus.

The "Fog Index" refers to the reading level required to assimilate the information. "Fog Index" is computed through the average number of words per sentence and the number of polysyllable words in a sample passage. It is suggested that the index stay within the 9 to 13 range which is equivalent to years of formal education required to assimilate the information.

Two publications, Drug Abuse and Youth Study Center - A Report to the Community, with indexes of 14 to 16 respectively, exceed this standard. It is suggested that these reading materials be modified to put them within the 9 to 13 reading level range.

"Reading Time" refers to the average amount of time it should take an officer to read the material. This figure was based on the average reading times of patrolmen, developed by Law and Order, a popular magazine. The total reading time of 3.5 hours is low due to the

Table 3
EVALUATION SUMMARY OF HANDOUT MATERIALS
USED IN THE HUMAN RELATIONS TRAINING PROGRAM

HANDOUT	COURSE	FOG INDEX	APPROPRIATE USE	LENGTH (Pgs. & Wds.)	READING TIME	DATE PUBLISHED	AUTHOR	COMMENTS
A. <u>13 STEPS TO ALCOHOLISM</u>	2. ALCOHOLISM	9	EDUCATION	16 pgs. 3248 wds.	18 minutes	9/72	NATIONAL COUNCIL ON ALCOHOLISM	PROVIDES INFORMATION ABOUT ALCOHOLICS-BUT NOT HOW TO HANDLE AN ALCOHOLIC. GOOD PERSONAL INFORMATION, BUT NOT AS A TOOL TO USE ON THE JOB.
B. <u>DRUG ABUSE</u>	3. PANEL- NARCOTICS ; DANGEROUS DRUGS	14	EDUCATION REFERENCE TRAINING	35 pgs. 11,025 wds.	60 minutes	10/72	PANELS OF ADVISORS	CONTAINS MUCH GENERAL INFORMATION BUT NOTHING SPECIFIC. DOESN'T STRESS THE HUMAN ELEMENT OF HANDLING ABUSERS. THIS ONE PUBLICATION DOES NOT SIGNIFICANTLY COVER DRUGS.
C. <u>YOUTH STUDY CENTER-REPORT TO THE COMMUNITY</u>	5. JUVENILE PROBLEMS & POLICE	16	REFERENCE	34 pgs. 8330 wds.	45 minutes	1974	EUGENE J. MONTONE, EXECUTIVE DIRECTOR OF Y.S.C.	PROVIDES A GOOD INTRODUCTION TO THIS ONE FACILITY (Y.S.C.) BUT DOES NOT GIVE OFFICERS MUCH INFORMATION ON HOW TO HANDLE JUVENILES, THE FAMILY BACKGROUNDS, ETC.

Evaluation Summary of Handout Materials
Used in the Human Relations Training Program (continued)

HANDOUT	COURSE	FOG INDEX	APPROPRIATE USE	LENGTH (Pgs. & Wds.)	READING TIME	DATE PUBLISHED	AUTHOR	COMMENTS
D. <u>HOW TO RECOGNIZE & HANDLE ABNORMAL PEOPLE</u>	7. ABNORMAL BEHAVIOR	11	TRAINING REFERENCE	30 pgs. 12,600 wds.	68 minutes	1964	MATTHEWS AND ROWLAND LA. ASSOC. MENTAL HEALTH	CONTAINS EXCELLENT INFORMATION ON HOW TO RECOGNIZE AND HANDLE MENTALLY DISTURBED PERSONS. GOOD TRAINING TOOL
E. NO TITLE	SOCIAL AND ECONOMIC CHANGE	11.6	EDUCATION	5 pgs. 1665 wds.	9 minutes	NO DATE	FATHER MULLALY (INSTRUCTOR)	PROVIDES GOOD PROFILES ON THE CLASSES
F. <u>COMMONLY ABUSED DRUGS</u>	20. LEGAL VS. ILLEGAL USE OF DRUGS	NOT APPLICABLE	TRAINING & REFERENCE	2 pgs. 300 wds.	5 minutes	NO DATE	CENTER FOR ADMIN. OF JUSTICE	
G. <u>TECHNIQUES FOR CRISIS INTERVENTION</u>	22. LAW & ORDER	11	TRAINING	.5 pgs. 150 wds.	2 minutes	NO DATE	NOT A PUBLICATION	PROVIDES CONCISE, EXACT INSTRUCTIONS ON EXACTLY WHAT TO DO IN A CRISIS SITUATION. SHOULD BE FOLLOWED WITH AN EXPLANATION FROM THE INSTRUCTOR.
H. <u>TECHNIQUES FOR CRISIS INTERVENTION</u>	22. LAW & ORDER	11	TRAINING	.5 pgs. 150 wds.	2 minutes	NO DATE		CONTAINS SOME INFORMATION AS ABOVE.

Evaluation Summary of Handout Materials
 Used in the Human Relations Training Program (continued)

HANDOUT	COURSE	FOG INDEX	APPROPRIATE USE	LENGTH (Pgs. & Wds.)	READING TIME	DATE PUBLISHED	AUTHOR	COMMENTS
I. <u>CULTURAL FACTORS</u>	26. VALUES AND BEHAVIOR	9	EDUCATION	3 pgs. 913 wds.	5 minutes	NO DATE	VANDERWIE (INSTRUCTOR)	PROVIDES GOOD DEFINITIONS OF TERMS OF SOCIOLOGY. DOUBTFUL THAT THIS ADEQUATELY COVERS SUBJECT AREA.

TOTAL PAGES 126
 TOTAL WORDS 38,381
 TOTAL READING TIME 208 - 215 minutes
 3.5 hours



reference nature of some of the handout materials. It is suggested the amount of outside reading by increased to, but not to exceed, 10 hours. This would mean that the officer would spend approximately one hour a day preparing for the classes for the next day. One way of increasing the amount of reading material without additional cost would be to require the reading of selected chapters from the books on the recommended reading list.

The Recommended Reading List is a very valuable resource, but this particular list, found in the appendix, could be improved. There should be at least one book that applies directly to each subject area. While there are three books on the list for alcoholism, there are none specifically for juvenile problems, drugs, or most of the other topic areas. The Center should make ample reading materials readily available to all officers to cover all topic areas.

It is also recommended that questions on the reading materials be included in the Evaluation completed by officers at the end of each section. Their input into this aspect of the training could be very valuable. Some additional questions to be asked could



be: "Was the assigned reading difficult?"; "How would you rate the contribution of the textbook to the course?"; etc.

In conclusion, the recommendations made on the reading materials are:

1. Provide a syllabus at orientation.
2. Insure that the reading level of all materials falls within the range of 9 to 13.
3. Increase the total length of reading from 3.5 hours to a maximum of 10 hours.
4. Improve the Recommended Reading List.
5. Include questions on the reading materials in the Evaluation completed by officers.

The question-answer approach, the third most used technique, is very effective for the Human Relations Training program in that many of the instructors were skilled in the Socratic method of questioning. This technique develops the student's philosophy in a logical step-by-step approach.

The unique advantage of the question-answer method of training is that the individual officers can have a course tailored to their particular concerns and special need. This approach would be much more effective had the students or cadets been



on the street at least two to four tours of duty prior to this course. The questions would have been much more meaningful, placed in a better context and the students would have tested and assimilated the answers more intensely.

Caution has to be taken to insure that the question-answer approach not be used to supplant the course content. Often times an instructor will use the question-answer approach in lieu of preparing for the course itself. However, the evaluator could find no indications of abuses in this type of training technique as utilized by the Human Relations Training Program.

A third technique utilized in the Human Relations Training Program was that of using films to set the stage and provide information then have questions, answers, and discussion afterwards. The use of films consisted of 371 minutes of time or 13% of the total 48 hours of the training program. The films utilized were of excellent quality in all cases and were not used as fillers as is so typical of some training courses.

The fourth technique used by the Human Relations Training Program was the group discussion approach. Although not used often it is suggested that it be continued to



be used only with extreme care due to its unpredictable nature. The value of a group discussion is effected by several factors many which are difficult to control which may result in inefficient training. Some of these factors include:

1. Class size. An average of forty-one cadets in the Human Relations Training Program often can make it difficult to develop meaningful discussions in which all can participate. Small discussion groups could solve this problem.
2. Domination by individuals. Often times it is not unusual to have one or two individuals dominate the discussion if the discussion leader does not attempt to involve the whole class.
3. Instructor skill. The instructor has to be skilled in the stimulation of discussions, understand how to focus the students' energies on the problem and not on each other, maintain a high energy level in the class, be able to listen and lastly be able to develop the positive aspects of the discussion and not dwell on the negative aspects of the discussion.

Due to these factors this is one of the areas that can be non-productive in terms of learning, but if properly developed can result in development of creative ideas and continuous feedback to the students.

The panel discussion approach to training was the most often used, probably as a result of the recommendations of the previous evaluation. Panel discussions were



developed using college students, drug users, gang members, high school students and other subgroup members from the city. The cadets rated this high in value and the evaluators determined from several interviews with cadets and staff that much information was presented. The major problem felt with this type of approach was the students indicated they became frustrated in they didn't have enough time or opportunity to respond, personally, to the panel members' comments. Breaking the group into small groups or scheduling more time for this training approach might alleviate this problem.

Small group discussions were utilized only 4% of the time. However, increased use of such a technique is difficult in that the budget is limited and the staff is not immediately available to provide such services. Possibly, this problem can be solved by having a discussion leader come in on evenings and take different segments (7 should be the maximum) of the class each night to discuss particular aspects of the information being presented during the day. Therefore, in two weeks a total of 9 different discussion groups could meet using only one staff member or instructor.

In speaking with the Chief Inspector of the training academy it was noted that this although was thought of, overtime pay to students would be required in terms of time and a half based upon their current contract. This additional cost should be anticipated and developed into the program so that maximal training can be achieved during these two weeks. A second alternative would be to have the afternoons now used as P.A.I. legal training be used for sensitivity and other forms of small group training.

Role-play was the last technique to be used in the Human Relations Training Program. Fifteen percent of the program consisted of this technique. Needless to say, this should be increased. A role-play takes two forms: 1) actors coming and playing the parts of the combatants and having the officers in the class respond to the situation as they might on the street, and 2) that of the officers themselves play the roles of the combatants and other officers respond and mediate. The first approach, that of the role playing by professional actors seems to have the most success and has the most transference to the real street situation. Training to be effective must maximize the transference between the classroom artificial situation and that of



the street situation. Some of the actors utilized in the course were evaluated in the role-play technique and it was unanimously felt by the evaluators, staff and by students that there was great transference to the real situation. Such was so effective that often the actors would become physically hurt and in many other cases emotionally hurt because the officer over identified with his role and responded as he might in the real situation.

For these role-play situations to be maximally effective it is suggested that video taping of these sessions be used so that immediate feedback can be provided to the reacting officers as well as to be used in other training classes in the future. Although the cost of this equipment is between fifteen hundred to two thousand dollars, it is recommended that this be included in future applications as a necessary part of the training program.

The training facilities were not large enough in some cases to adequately stage some of the role-play situations. It is recommended that some other physical facility in the University be rented for certain sessions which require additional room. In the summer a park could also be used to simulate a girl that has

been raped, an argument between two fathers over a picnic table, a robbery victim, etc. Also, it is anticipated that in this particular session evaluated, Number 7, the room was somewhat hot and there were too many students placed in the room for physical comfort. Air conditioning, although in the building, due to the seasonal transition was not turned on. This made it difficult for some officers to pay close attention and at times even difficult for the evaluators to pay strict attention to the action.

Techniques not utilized in the Human Relations Training Program included group sensitivity exercises, training modules or the case study approach.

Group sensitivity exercises were not utilized in the sessions and is recommended that these be considered for future sessions as a form of feedback self-evaluation and perception of others. This technique would emphasize the common denominator all human relations type training programs should contain. That is, the training program should require the individual officer to evaluate himself and establish his own methods (philosophy) for dealing with human conflicts, stress, and types of situations he may encounter in



his official position. This sensitivity training approach lowers an officer's defense mechanisms that inhibit the development of a proper philosophy. However, such an approach should be used with caution since the officer must develop a set of acceptable defense mechanisms that he can use in his daily activities.

Another form of Human Relations Training that could be expanded is to use training modules such as found in the appendix of this evaluation report. The training subject module basically starts with a pre-test to determine the level of the student's perceptions and feelings. This provides the student with immediate feedback as to his ability to handle this particular topic. Additionally this sobers the class into realizing the importance of this topic in that the class is now provided with the "experience" they lack to become aware of the problems that may occur in the handling of such a sensitive situation. Secondly, discussion and role-play of situations taken from actual or developed incidents present the most common problems and standard mistakes often committed. Third, the class is broken up into action groups to role-play a similar type of incident. Fourth, the groups critique the role-play and as a group develops



a general set of guidelines to follow which are then taken back to the total group and discussed. Lastly, a quiz is given to determine how far the student developed himself such as the triangle approach described in the Summary and Conclusions Sections.

The use of the case study is another approach which is not utilized within the program. Case studies can be important learning lessons if properly utilized. The case studies themselves should be developed to illustrate a specific point or learning set. Solutions being available from the reading material or audio-visual cassettes. This would require the student to critically analyze these and respond as to how he would modify these to handle a particular case that he was given. Right answers should be played down in comparison to the way the individual officer develops his particular philosophy for dealing with conflict and human contact situations.

In summary the techniques utilized in the Human Relations Training Program were diversified and used where they fitted best. This, therefore, provided a creative, dynamic, effective training program. For an optimum training program the course should give the officer a



mental set that is acceptable and which he can use in his daily activities in the field. This could be made increasingly possible through audio-video playback, expanded role-play and increased feedback to cadets. However, in comparison to other similar programs this program is of high quality.



IV. OUTPUT ANALYSIS

The following chart, Table 4, shows the date for each section, and the number of men attending each section. As can be seen, there was an average of 41 men attending each section.

Table 4
Officers Training Per Section

Section	Date	Number of Officers
1	12/ 3/73 - 12/14/73	38
2	12/17/73 - 1/11/74	40
3	1/14/74 - 1/25/74	36
4	1/28/74 - 2/ 8/74	43
5	2/11/74 - 2/22/74	43
6	3/11/74 - 3/22/74	43
7	3/25/74 - 5/ 5/74	44
Total Officers		287

There were an average of 18 subject areas taught per section by an average of 15 instructors. To determine exactly what subject areas were taught per section and how many hours were involved for each subject area, refer to Table 1, Course Content and Recruit Evaluation Overview.



For a list of instructors teaching during each section, see Appendix.

The officers attending the program from December 3, 1973 to April, 1974, received an average of seventy hours of instruction. Four of these seventy hours are spent in administrative tasks. In addition, an average of eighteen hours are spent on Penal Code Instruction under the title of "Police Officer Training". Because Penal Code Instruction and administrative tasks are not a basic component of Human Relations Training, officers receive an average of forty-eight hours of actual Human Relations Training. This output analysis of this Human Relations Training Program in terms of hours is significant when comparison is made to other Human Relations Programs as discussed in the introduction. When the program is analyzed from the conception of the training program over one-third of all police in the Department have had this training which would make the daily work outputs more professional as they strive to serve the citizens of the city. It should also be noted that without this program no formalized humanism training would be given in the academy program

for cadets. This is a significant output in itself in that this training program rounds out the training curriculum so that it is indeed of the quality a major City requires.

Based on the short evaluation period only limited observations can be made whether the course outputs met the basic "objectives" as presented in the subgrant application. However, the courses provided did:

1. provide the recruit with an increased understanding of his role, the Criminal Justice System and the community.
2. provide limited opportunities for feedback which should be increased as discussed in the Techniques section.
3. provide a basis for personal adjustment to a career in law enforcement.
4. provide insight into juvenile behavior.
5. provide information that would make the recruit more understanding of subgroup personal goals and frustrations and how he personally reacted to their acting out of these frustrations. This output was limited and should be expanded.
6. provide an introduction to body language and verbal communication that would help in predicting behavior of others.
7. provide the recruit with the differences in behavior of persons from various minority groups.
8. provide a summary of the various social and psychological problems of the communities they would be working in as officers.



9. provide the recruit with the opportunity to understand how they would be viewed as police officers.
10. provide the recruit with a basic understanding of the disturbed individual.

Needless to say, the outputs were mostly of the perception/awareness set which is the foundation of Human Relations Training. Outputs of the other sets should be focused on as well, in that they develop the recruit's philosophy. In other words, provide him a method of operation that he can refine as he gains experience on the street, and thus enable him to develop an acceptable "professional image" as he deals with the client.

Another method to analyze the level of learning output, the program produced, is to review the test*and testing results of the students. Ideally, a test of the instrument's validity should be made. But due to the short evaluation period, a validity study could not be made. Therefore, this evaluation can only discuss various aspects of the test results.

One of the more obvious observations of the test results was that, in general, those officers scoring well on the human relations test also had a good final academy grade. This comparison can be made in a number of ways. First, by comparing the average differentials (that is, the difference between the human relations grades and the final grades) for each platoon, we find the average differential to be as follows:

* The actual test used can be found in the appendix.



<u>CLASS</u>	<u>PLATOON</u>	<u>TOTAL # OFFICERS</u>	<u>AVERAGE DIFFERENTIAL</u>
230	1	38	+9.8
230	2	38	-0.3
230	3	36	-5.5
231	1	44	-0.6
231	2	43	<u>+0.3</u>
TOTAL			+ .74

The overall average differential would then be +0.74. This would indicate that, on the average, officers did less than one point better on the human relations training exam than on their final score.

A second way of demonstrating that persons doing well on the human relations exam also had a good final score is to compare the average human relations scores for each platoon to the platoon's average final score. The following chart gives these averages.

<u>CLASS</u>	<u>PLATOON</u>	<u>AVERAGE H.R. SCORE</u>	<u>AVERAGE FINAL SCORE</u>
230	1	91	80.4
230	2	82.8	79.7
230	3	74.5	96.4
231	1	83.3	85
231	2	<u>85.7</u>	<u>85.4</u>
TOTAL		83.5	85.4

With the exception of platoon 3 of class 230, every platoon had a human relations score comparable to or better than the final score. The total of the two averages shows that the two scores are fairly equal, the difference being only less than two points.



A final way the evaluators used to make this comparison was to visually inspect the test scores of each officer and the differential between these. Again this inspection provided the same information as before.

Another major observation of the test results was the difference between the women's scores and the men's scores. Of the 227 officers involved in classes 230 and 231, nine were women (all of whom were in class 231, platoon 2).

Interestingly, the average differential for the nine women was +10.7, which means that the women, on the average, scored at least ten points higher on the human relations test than they did on the final grade. This figure can be compared to the +0.74 average differential for all five platoons as well as the +0.3 average differential for the second platoon of class 231. These figures indicate that (1) the women had much higher human relations grades than final grades and (2) this improvement in scores was much higher than the men's.

Another observation about the women in the training program has to do with a comparison of their grades with the grades of the men in their platoon, demonstrated as follows.

	<u>WOMEN</u>	<u>MEN</u>
AVERAGE H.R. SCORE	91.5	84.0
AVERAGE FINAL SCORE	81.0	87.0



It can be seen that, with human relations scores, the women's average score is much better than the average men's score. But the opposite is true for the final scores with the average men's score being higher than the women's.

A final observation of the test scores to be discussed is that, according to the averages on the human relations training compared to platoon (as previously presented in chart form), the first platoon to take the human relations test did much better on the average than the following four platoons. There could be several possible explanations of this. Among these could be the students themselves, the instructors, a change in classroom presentations and materials, or a number of other variables. It was not possible to determine exactly what was the cause of the higher scores.

In conclusion, the final examination given tested the amount of information obtained by the student that the instructors felt was important.

Based on the additional courses yet to be given and the past course performances, the subgrant application is being completely fulfilled and the outputs are adequate.



V. IMPACT ANALYSIS

The impact or result anticipated for the Human Relations Training as stated in the sub-grant application is as follows:

"After completing the course, the recruit or in-service officer will be better able to function in the context of a modern urban environment. He will know how to deal with an emotionally charged situation in a more professional manner. He will have developed a deeper understanding of the problems of the community he serves.

This education will enable the officer, and in the long run should greatly influence the public's attitude toward law enforcement officers. The better the officer understands the community and its problems, the more cooperative the public will become toward the problems of the police."

Obviously, the above result can never truly be reached. Only progress toward the goal can be achieved. Exactly, what amount of progress toward the goal is what must be measured. In order to initially assess the progress of Human Relations Training toward the goal, an analysis was made of complaints against an experimental group of police officers who have received the in-service training and a control group of officers who have not received the training. The hypothesis of this type of analysis is that officers who have received human relations training will be able to deal more effectively with the people with which they



come in contact than officers who have not received the training and those trained will have less complaints lodged against them.

Twelve classes in Human Relations Training were held between September 25, 1972, and August 6, 1973. There were seven recruit classes with a total of 331 members and five in-service classes with a total of 235 members.

A review of personnel folders was made of a sample of 50 recruits who have received the training to determine if any citizen complaints were filed against the recruits after leaving the academy and assigned to police districts. This is Group A. A review of personnel folders was also made of 50 veteran officers who have also received Human Relations Training. This is Group B. Two sample groups, A and B, were the experimental groups for the analysis. The control group consists of a sample of 112 veteran officers who have not received the training. Their personnel folders were also reviewed. This was Group C. The following Table summarizes the results of the information received.



Table 5
PERCENTAGE OF COMPLAINTS

	Before Training	After Training
Group A	-	0%
Group B	4%	2%
Group C	-	10%

Group A - Recruits who have received Human Relations Training

Group B - Veterans who have received Human Relations Training

Group C - Veterans who have not received Human Relations Training

As is evident from the percentages in the above Table, Group A (recruits) have had no complaints lodged against them. For Group B (veterans with training) the complaints dropped by 50% after the training was received. For Group C (veterans with no training), 10% have had complaints lodged against them. The percentages indicate that those who have received Human Relations Training have had less complaints lodged against them. Also, the complaints dropped after the training have been received thus providing positive evidence for the initial hypotheses. These percentages can only be used as an initial indicator of the impact of the Human Relations Training, however,



since there are many intervening variables which could have caused the results such as years of service, districts assigned to, etc.

These figures show more than just the impact training has on the number of complaints filed against an officer. They show that the process used to select officers to attend the training program was lacking in criteria that would screen those officers in least need of training and produce officers who most need the training. The percentages show that officers having the greatest need in terms of number of complaints for training are being overlooked while officers who don't have as great a need again in terms of number of complaints are the ones actually receiving the training since of the veterans who received the training, 14% had complaints lodged against them and 10% of the veterans who had not received the training had complaints lodged against them. It is highly recommended, therefore, that when veteran officers are selected for the Human Relations Training, one of the selection criteria be that officers who have had complaints lodged against them should be considered first.

A second measure used to determine the impact of the Human Relations Training was to assess the police officer's



perception of the impact. In the seven sessions from December to April, the officers were asked to complete evaluation questionnaires. The questions of evaluative information for this section of the evaluation are in table form on the following pages. The responses to the questions were in percentages of very favorable, favorable, neutral, unfavorable, and very unfavorable.

Question 1. What is your impression of the training program, The Social Sciences in Police Work?

Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable
17.5%	58.7%	18.5%	5.2%	0%

As is evident, this question produced a very favorable response with 76.2% of the trainees responding favorably to this question.

Question 2. Evaluate the program in terms of any methods learned which might prove to be useful in your performance as a police officer.

Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable
14.8%	58.1%	19%	7%	1.1%

Again, a very favorable response to this question was found. It indicates that, according to the impression of the trainees, they have assimilated information that can be



useful to them in their work as police officers. This is a very good indicator of the impact of the program in terms of being able to deal effectively with the public.

Question 3. Evaluate the program in terms of any new insights into your motivation, values and/or behavior.

Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable
17.3%	52.3%	20.8%	9.2%	.3%

This question is another that deals with the impact of the training in terms of the officer's performance of his duties and his own personality. 69.6% of the trainees felt the program aided them in new insights into their motivation, values and/or behavior.

Question 4. Evaluate the effectiveness of the training program in terms of its creating a desire on your part to further your education in the areas of police science and/or human relations.

Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable
31%	35.5%	22.6%	9.8%	1.0%

Responses to Question 4 indicate that trainees were positively motivated to further their education in areas of police science and/or human relations. Again, this is a very good indication of the success of the program.



Question 5. How would you rate the program in terms of its stimulating you to do additional reading in the areas of police science and/or human relations?

Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable
18.7%	43.8%	24.6%	11.1%	1.7%

Question 5 is similar to Question 4 in that they both deal with the course's motivational capability. Like Question 4, Question 5 had a very favorable response in terms of stimulating trainees to do additional reading in the areas of police science and/or human relations.

Question 6. What is your reaction to the following statement? Training in the social sciences should be a part of every policeman's training.

Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable
35.8%	44.8%	17.4%	1.7%	.3%

Question 6 indicates that the trainees were sufficiently impressed and identified with the informational need of the course to have responded in a favorable fashion to the question--80.6% favorable, very favorable.

Question 7. Did you find the program to be a relevant learning experience in terms of becoming a police officer?



Very Favorable	Favorable	Neutral	Unfavorable	Very Unfavorable
14.7%	52.4%	24.5%	5.9%	2.4%

The last evaluative question again has a favorable response and strongly indicates that the training according to the perceptions of the trainees, has had a very favorable impact.

The preceding analysis has initially indicated that the Human Relations Training is having an impact in terms of complaints and according to the trainees themselves. In other words, through the Human Relations Training, the Philadelphia Police Officer is better able to function in the context of a modern urban environment.

Further attempts should be made, however, to more accurately determine the impacts of the Human Relations Training on the police officers in order to modify the training in an attempt to achieve its maximum impact. Complaints against police officers, both founded and unfounded, should be carefully monitored to see if there is any difference in numbers and types of complaints between officers who have and have not received the training. An attempt should also be made to determine when a refresher course is needed in the training. The number of complaints against officers could also be used



to determine this if it is found that the number increases as years of service also increase.

The evaluation forms presently being used, but in modified form as seen in the Appendix, continue to be used in each class in order to provide continuous feedback to the staff at Temple in order for them to continuously update and improve the Human Relations Training program.



VI. SUMMARY OF RECOMMENDATIONS AND CONCLUSIONS

Based on the previous analyses of the Human Relations Training Program by Dr. Malnati and by this evaluator the training program, due to length, cannot significantly change personalities or attitudes. However, in this evaluator's opinion the training course should only strive to give the student the tools and the "road map" as to how he should develop his own "professional personality" into an acceptable and a functional response to group or individual client pressures. This is realized by, first, making the officer aware of other subgroups and individual objectives, personalities, problems and goal motivating forces. (This phase is well developed in the Human Relations Training Program.)

Second, these perceptions are balanced against the officer's own role, personal objectives and biases. This is necessary so these self goals will not be realized, to the detriment of his client. This can manifest itself from a cynical attitude, stereotyping, haughty attitude, discourtesy to the other extreme of the spectrum to include harrasing, beating, etc.



For the second step to be successful the program must have as its major objectives to: 1) saturate the student with sets of information regarding acceptable and unacceptable attitudes, communicative skills and anger and/or provocation stimuli, 2) cause the student to conduct a rigid self-introspection of himself as to his current level of humanism skills, 3) provide a useful medium (such as role-play) to let the student take his first steps toward developing skills that are acceptable, and 4) provide predictable, accurate and as complete as possible feedback as to the development of the officer's new "professional image". The current program should try to strengthen itself in all four areas. Some specific recommendations to assist the program in realizing these objectives are discussed in the following pages.

1. Self-motivational techniques should be utilized.

Assimilation of training materials is more efficient when motivation to learn is intense. In other words, motivation can insure human relations training can be experienced and internalized by each officer and not just observed or academically understood by the individual officer. Realizing the real value of a training course is probably the best motivating force that can be developed within a



two-week period of time. On-line experience as an "observer" is most desired and should be required before the recruit takes the course. Role-play at the beginning of the course to depict situations that this course will help the officer respond properly could be used. In other words, sell the course to the student before the course starts. A series of video-tape recordings of situations that require the watching officer to record his approach as a pre-test can further stimulate interest and provide the officer with a measurement of how much he needs the course. In lieu of a video-tape a strip film / sound cassette recorder (under \$150) could be used for the officer to take home to test his ability to handle different situations. This approach has been used with great success in other training areas.

2. Feedback mechanisms should be stressed. For human relations to be maximally successful, continual feedback to the individual officer as to the practicality of his evolving philosophy is of utmost importance. On-line experience as a police officer often times can provide this necessary feedback. However, the course contains students who do not have this experience,

therefore, some of the situations they perceived as being trite or overstated were indeed realistic and a more experienced officer will have found it very practical information.

Some form of measurement device should be utilized in the training program to give the individual officer some indicator as to the effectiveness of his client approach. This could be done by a series of role-play situations with real actors with a rating sheet being checked off by the instructor. The evaluators feel this understanding of one's self is probably as significant as some of the information provided to the officers in forms of lectures, films and other approaches.

Testing of the individual in terms of mental knowledge should be limited. The present test utilized by the program should be more comprehensive to reflect the outside reading materials as well as information obtained in the classroom. The test does not indicate how one has developed his philosophy of dealing with human relations instead of a particular detailed information set. Peer perception would be a meaningful feedback method to accomplish this. For example, the triangle test could be utilized. The triangle is drawn and each corner is labeled with a different quality. For example,



in one test situation it could be labeled "concerned about problem", the second corner label "uninterested", and third "hostile". This would then be passed around in a small group that has been working together, for example, on the training module, to see how the individuals perceive their fellow officer changing. Each individual marks with a dot where he feels best describes this individual. Then the individual himself turns the paper over, places dot on the back where he thinks he is and then, looking at the paper in the light, he can compare where the clustering of his classmates has placed him against where he himself perceived himself in his role or approach position. This can be modified as each type of learning set is presented to the group. In this way, the individual officer can be obtaining continual feedback in terms of how his fellow officers perceive him. This often is not unlike how his class may perceive him.

Another feedback technique is where an officer is put in the center of his group after he has performed in a role-play situation and other officers get to place him any kind of pose they feel reflects his particular attitude in that role. In other words, he acts as a statue reflecting what the

group feels that he acted like when responding to the particular role situation. Situational testing, as well as informational testing, should be developed throughout the course with having instructors evaluating the quality of the answers and reflecting to the student possible changes, modifications or problems the instructor feels may be apparent in a student's approach. These subjective tests when utilized in this course should be used only as a feedback mechanism and not as a potential inhibiting pass-fail judgement.

3. Extended use of role-play and simulation. The use of subgroups such as gangs, convicts, detention and high school students as well as college students is very meaningful in terms of letting the individual officer learn how his developing philosophies operationally stand up to their confrontations. This is desired not so much to obtain insight into the client's background but so the officer learns how to respond in a non-threatening manner and in the highest level possible to a specific individual subgroup. This could be developed by having one officer placed against three or more of these subgroup members such as college students in a role-play. In the role-play the college students should

truthfully present the perceptions to that particular officer, as to the effectiveness of his approach he used to respond to the particular role-play situation. The officer should be informed he cannot use any physical force and must deal with the situation verbally and psychologically only. Too often it was observed that the use of physical force was allowed. Although realistic this allows the officer to take the easy way out. Instructing the officer he may not use force in any physical way forces him to develop new channels of conflict reduction. To substantiate this approach possibly one group could be allowed to use force as a control group and the experimental group be the non-force group.

4. Course expansion. Course expansion is suggested in terms of using the two weeks or 70 hours for Human Relations Training subjects only. More small group discussions, role-play and counseling sessions should be built into the program as resources allow. For those individuals who are having particular problems establishing a working philosophy the resources of guidance counselors skilled in motivational behavior and philosophical development should be available in either



group counseling or individual discussion. This particular part of the program could be expanded to those officers on the street that are seemingly in continual conflict with their client community. Referral should be made by the precinct commander. (This should possibly be sponsored by the Police Department under a separate subgrant application.)

Other methods to expand the program would be to use the evenings for group discussions and have the students read the materials that are to be presented the next day.

5. Program follow-up. A follow-up to the two week course should be available for at least those officers that are 1) placed in a new minority group area, 2) having personal problems with developing a practical approach to handle his clients so that complaints will be minimized, 3) promoted to first line supervisor which requires additional communicative skills.

Possibly, the use of video-tape cassettes or film strip/sound cassettes that could be used in the station, at home or at a central location when the officer is off-duty or given time to use such devices. Short



one-day up-date sessions could also be beneficial. Individual counseling sessions could also be used as described above. Needless to say without a planned program of follow-up the impact this program will have on an officer's professional behavior over time will be minimal in some cases and unpredictable in all cases.

As is true of all training there can never be too much training. The Human Relations Training Program is generally well balanced and maximizes the resources available to it. These resources need to be expanded before the two-week program can be a maximal training experience. Before more than 70 hours of training in human relations is provided more research should be conducted as to the success (lack of complaints) an officer has compared to years of service. This should be compared between those with the program training and those without.

In conclusion, the program as it currently exists should be refunded as it is very functional, fills an important need in the Philadelphia Police Department Training Academy Program and uniquely continues to be upgraded from session to session. Given the



recommendations are implemented the program could indeed become a model program for other agencies to follow and one of which the Governor's Justice Commission and Philadelphia could be proud to sponsor.

APPENDIX

Section 1
12/3/73 to 12/14/73
Daily Schedule

<u>Date-Time</u>	<u>Subject</u>	<u>Instructor</u>
Monday, December 3		
8:30 - 9:00	Orientation	Staff
9:00 - 12:30	Alcoholism	Joseph Potosnak
1:30 - 4:30	Panel Discussion: Narcotics and Dangerous Drugs	Donald Johnson
Tuesday, December 4		
8:30 - 11:30	The Correctional System and the Police	Louis Aytch
11:30 - 12:30	Temple Student Panel	Staff
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, December 5		
8:30 - 12:30	Family Crisis Intervention	William Swan
1:30 - 4:30	Family Organization, Interaction, and Sexuality	Lynn Hubschman
Thursday, December 6		
8:30 - 12:30	Educational and Occupational Patterns	Ronald Davis
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, December 7		
8:30 - 10:00	Film - <u>Crime of Our Courts</u>	Staff
10:00 - 12:30	Panel Discussion: Public Defender, Common Pleas Court Judge, Assistant District Attorney	
1:30 - 4:30	Police Officer Training	P.A.I.
Monday, December 10		
8:30 - 12:30	Analysis of Social and Economic Change	Francis X. Quinn
1:30 - 4:30	Values and Behavior	Ronald VanderWiel
Tuesday, December 11		
8:30 - 10:30	Recognition of Abnormal Behavior (Suicide)	David Burns
10:30 - 12:30	Legitimate vs. Illegal Use of Drugs	Warren Smith
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, December 12		
8:30 - 11:00	High School Student Panel	Zander Dockery
11:00 - 12:30	Juvenile Gang Syndrome	Eugene Montone
1:30 - 4:30	Values and Behavior	Ronald VanderWiel
Thursday, December 13		
8:30 - 10:30	Community Organizations	Martin Gilderman
10:30 - 12:30	Analysis of Social and Economic Change	Francis X. Quinn
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, December 14		
8:30 - 11:00	Film and Discussion - <u>Law and Order</u>	Staff
11:00 - 12:30	Examination and Evaluation	Staff
1:30 - 4:30	Police Officer Training	P.A.I.

Section 2
12/17/73 to 1/11/74
Daily Schedule

<u>Date-Time</u>	<u>Subject</u>	<u>Instructor</u>
Monday, December 17		
8:30 - 9:00	Orientation	Staff
9:00 - 12:30	Juvenile Problems and the Police	Eugene Montone
1:30 - 4:30	Values and Behavior	Ronald VanderWiel
Tuesday, December 18		
8:30 - 12:30	Juvenile Problems and the Police	Eugene Montone
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, December 19		
8:30 - 10:30	Film and Discussion - <u>The Other Guy</u>	Staff
10:30 - 12:30	Alcoholism	Joseph Potosnak
1:30 - 4:30	Narcotics and Dangerous Drugs	Donald Johnson
Thursday, December 20		
8:30 - 12:30	Family Organization, Interaction and Sexuality	Lynn Hubschman
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, December 21		
8:30 - 10:00	Film and Discussion - <u>Crime of Our Courts</u>	Staff
10:00 - 12:30	Panel Discussion: Public Defender, Common Pleas Court Judge, Assistant District Attorney	
1:30 - 4:30	Police Officer Training	P.A.I.
Monday, January 7		
8:30 - 12:30	Educational and Occupational Patterns	Ronald Davis
1:30 - 4:30	Community Organizations	Martin Gilderman
Tuesday, January 8		
8:30 - 10:30	Recognition of Abnormal Behavior (Suicide)	David Burns
10:30 - 12:30	Legal vs. Illegal Use of Drugs	Warren Smith
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, January 9		
8:30 - 11:00	High School Student Panel	Zander Dockery
11:00 - 12:30	The Correctional System and the Police	Louis Aytch
1:30 - 4:30	Analysis of Social and Economic Change	Francis X. Quinn
Thursday, January 10		
8:30 - 10:30	Family Crisis Intervention	Ronald VanderWiel
10:30 - 12:30	Analysis of Social and Economic Change	Francis X. Quinn
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, January 11		
8:30 - 11:00	Film and Discussion - <u>Law and Order</u>	Staff
11:00 - 12:30	Examination and Evaluation	Staff
1:30 - 4:30	Police Officer Training	P.A.I.

Section 3
1/14/74 to 1/25/74
Daily Schedule

<u>Date-Time</u>	<u>Subject</u>	<u>Instructor</u>
Monday, January 14		
8:30 - 9:00	Orientation	Staff
9:00 - 12:30	Analysis of Social and Economic Change	Francis X. Quinn
1:30 - 4:30	Family Organization, Interaction and Sexuality	Lynn Hubschman
Tuesday, January 15		
8:30 - 12:30	Juvenile Problems and the Police	Eugene Montone
12:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, January 16		
8:30 - 12:30	Juvenile Problems and the Police	Eugene Montone
1:30 - 4:30	Values and Behavior	Ronald VanderWiel
Thursday, January 17		
8:30 - 12:30	Educational and Occupational Patterns.....	Ronald Davis
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, January 18		
8:30 - 10:00	Film and Discussion - <u>Crime of Our Courts</u>	Staff
10:00 - 12:30	Panel Discussion: Public Defender, Common Pleas Court Judge, Assistant District Attorney	
1:30 - 4:30	Police Officer Training	P.A.I.
Monday, January 21		
8:30 - 10:30	Film and Discussion - <u>The Other Guy</u>	Staff
10:30 - 12:30	Alcoholism	Joseph Potosnak
1:30 - 4:30	Panel Discussion: Narcotics and Dangerous Drugs	Ronald Johnson
Tuesday, January 22		
8:30 - 10:30	Recognition of Abnormal Behavior (Suicide)	David Burns
10:30 - 12:30	Legal vs. Illegal Use of Drugs	Warren Smith
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, January 23		
8:30 - 11:00	High School Student Panel	Zander Dockery
11:00 - 12:30	The Correctional System and the Police	Louis Aytch
1:30 - 4:30	Family Crisis Intervention	Ronald VanderWiel
Thursday, January 24		
8:30 - 10:00	Community Organizations	Martin Gilderman
10:00 - 12:30	Analysis of Social Change	Ronald Davis
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, January 25		
8:30 - 11:00	Film and Discussion - <u>Law and Order</u>	Staff
11:00 - 12:30	Examination and Evaluation	Staff
1:30 - 4:30	Police Officer Training	P.A.I.

Section 4
1/28/74 to 2/8/74
Daily Schedule

<u>Date-Time</u>	<u>Subject</u>	<u>Instructor</u>
Monday, January 28		
8:30 - 9:00	Orientation	Staff
9:00 - 12:30	Juvenile Problems and the Police	Eugene Montone
1:30 - 4:30	Family Crisis Intervention	Ronald VanderWiel
Tuesday, January 29		
8:30 - 11:30	Suicide	David Burns
11:30 - 1:00	Temple University Student Panel	Staff
2:00 - 4:30	Police Officer Training	P.A.I.
Wednesday, January 30		
8:30 - 12:30	Film and Discussion - <u>Law and Order</u>	Staff
1:30 - 4:30	Family Organization, Interaction and Sexuality	Lynn Hubschman
Thursday, January 31		
8:30 - 12:30	Analysis of Social Change	Ronald Davis
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, February 1		
8:30 - 10:00	Film - <u>Crime of Our Courts</u>	Staff
10:00 - 11:30	Panel Discussion: Public Defender, Common Pleas Court Judge, Assistant District Attorney	
1:30 - 4:30	Police Officer Training	P.A.I.
Monday, February 4		
8:30 - 10:00	Film and Discussion - <u>The Other Guy</u>	Staff
10:00 - 12:30	Alcoholism	Joseph Potosnak
1:30 - 4:30	Panel Discussion - Narcotics and Dangerous Drugs	Donald Johnson
Tuesday, February 5		
8:30 - 10:30	Juvenile Problems and the Police	Eugene Montone
10:30 - 12:30	Legal vs. Illegal Use of Drugs	Warren Smith
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, February 6		
8:30 - 11:00	High School Student Panel	Zander Dockery
11:00 - 12:30	The Correctional System and the Police	Louis Aytch
1:30 - 4:30	Myths and Religious Beliefs	Ronald Davis
Thursday, February 7		
8:30 - 10:30	Community Organizations	Martin Gilderman
10:30 - 12:30	Rehabilitative Techniques	Joseph Potosnak
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, February 8		
8:30 - 11:00	Values and Behavior	Ronald VanderWiel
11:00 - 12:30	Examination and Evaluation	Staff
1:30 - 4:30	Police Officer Training	P.A.I.

Section 5
2/11/74 to 2/22/74
Daily Schedule

<u>Date-Time</u>	<u>Subject</u>	<u>Instructor</u>
Monday, February 11		
8:30 - 9:00	Orientation	Staff
9:00 - 12:30	Juvenile Problems and the Police	Eugene Montone
1:30 - 4:30	Family Crisis Intervention	Ronald VanderWiel
Tuesday, February 12		
8:30 - 12:30	Juvenile Problems and the Police	Eugene Montone
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, February 13		
8:30 - 12:30	Social Change	Ronald Davis
1:30 - 4:30	Family Organization, Interaction and Sexuality	Lynn Hubschman
Thursday, February 14		
8:30 - 12:30	Educational and Occupational Patterns	Ronald Davis
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, February 15		
8:30 - 10:00	Film - <u>Crime of Our Courts</u>	Staff
10:00 - 12:30	Panel Discussion: Public Defender, Common Pleas Court Judge, Assistant District Attorney	
1:30 - 4:30	Police Officer Training	P.A.I.
Monday, February 18		
8:30 - 10:00	Film and Discussion - <u>The Other Guy</u>	Staff
10:00 - 12:30	Alcoholism	Joseph Potosnak
1:30 - 4:30	Panel Discussion - Narcotics and Dangerous Drugs	Donald Johnson
Tuesday, February 19		
8:30 - 10:30	Suicide	David Burns
10:30 - 12:30	Legal vs. Illegal Use of Narcotics	Warren Smith
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, February 20		
8:30 - 11:00	High School Student Panel	Zander Dockery
11:00 - 12:30	The Correctional System and the Police	Louis Aytch
1:30 - 4:30	Values and Behavior	Ronald VanderWiel
Thursday, February 21		
8:30 - 10:30	Community Organizations	Martin Gilderman
10:30 - 12:30	Rehabilitative Techniques	Joseph Potosnak
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, February 22		
8:30 - 11:00	Film and Discussion - <u>Law and Order</u>	Staff
11:00 - 12:30	Examination and Evaluation	Staff
1:30 - 4:30	Police Officer Training	P.A.I.

Section 6
3/11/74 to 3/22/74
Daily Schedule

<u>Date-Time</u>	<u>Subject</u>	<u>Instructor</u>
Monday, March 11		
8:30 - 8:45	Orientation	Staff
8:45 - 10:30	Family Crisis Intervention	Ronald VanderWiel
10:30 - 12:30	Family Organization, Interaction and Sexuality	Lynn Hubschman
1:30 - 4:30	Film and Discussion - <u>Prejudice</u>	Ronald Davis
Tuesday, March 12		
8:30 - 10:00	Suicide	David Burns
10:00 - 12:30	Juvenile Problems and the Police	Eugene Montone
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, March 13		
8:30 - 10:30	Legal vs. Illegal Use of Drugs	Warren Smith
10:30 - 12:30	Community Organizations	Martin Gilderman
1:30 - 4:30	Communications	Lynn Hubschman
Thursday, March 14		
8:30 - 10:00	Temple Student Panel	Staff
10:00 - 12:30	The Correctional System and the Police	Louis Aytch
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, March 15		
8:30 - 12:30	Law and Order	Staff
1:30 - 4:30	Police Officer Training	P.A.I.
Monday, March 18		
8:30 - 10:30	Film and Discussion - <u>The Other Guy</u>	Staff
10:30 - 12:30	Alcoholism	Joseph Potosnak
1:30 - 4:30	Panel Discussion - Narcotics and Dangerous Drugs	Donald Johnson
Tuesday, March 19		
8:30 - 10:30	Social and Economic Change	Edward Mullaly
10:30 - 12:30	Conflict Resolution	Alan Summers
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, March 20		
8:30 - 10:30	High School Student Panel	Ronald Davis, Zander Dockery
10:30 - 12:30	Educational and Occupational Patterns	Ronald Davis
1:30 - 4:30	Film and Discussion - <u>This Child is Rated X</u>	Eugene Montone
Thursday, March 21		
8:30 - 12:30	Film and Panel Discussion - <u>Crime of Our Courts</u>	Staff Public Defender, Common Pleas Court Judge, Assistant District Attorney
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, March 22		
8:30 - 11:00	Values and Behavior	Ronald VanderWiel
11:00 - 12:30	Examination and Evaluation	Staff
1:30 - 4:30	Police Officer Training	P.A.I.

CONTINUED

1 OF 2

Section 7
3/25/74 to 4/5/74
Daily Schedule

<u>Date-Time</u>	<u>Subject</u>	<u>Instructor</u>
Monday, March 25		
8:30 - 8:45	Orientation	Staff
8:45 - 12:30	Alcoholism	Joseph Potosnak
1:30 - 4:30	Panel Discussion - Narcotics and Dangerous Drugs	Donald Johnson
Tuesday, March 26		
8:30 - 10:00	Temple Student Panel	Staff
10:00 - 12:30	Juvenile Problems and the Police	Eugene Montone
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, March 27		
8:30 - 10:30	Abnormal Behavior	David Burns
10:30 - 12:30	The Correctional System and the Police	Louis Aytch
1:30 - 4:30	Community Organizations	Frederick Ramirez
Thursday, March 28		
8:30 - 12:30	Film and Panel Discussion - <u>Crime of Our Courts</u>	Staff Public Defender, Common Pleas Court Judge, Assistant District Attorney
1:30 - 4:30	Police Officer Training	P.A.I.
Friday, March 29		
8:30 - 10:30	High School Student Panel	Zander Dockery
10:30 - 12:30	Educational and Occupational Patterns	Ronald Davis
1:30 - 4:30	Police Officer Training	P.A.I.
Saturday, April 1		
8:30 - 10:30	Crisis Intervention	Alan Summers
10:30 - 12:30	Family Organization, Interaction, and Sexuality	Lynn Hubschman
1:30 - 4:30	Film and Discussion - <u>The Prejudice Film</u>	Ronald Davis
Sunday, April 2		
8:30 - 10:30	Social and Economic Change	Edward Mullaly
10:30 - 12:30	Legal vs. Illegal Use of Drugs	Warren Smith
1:30 - 4:30	Police Officer Training	P.A.I.
Monday, April 3		
8:30 - 12:30	Law and Order	Staff
1:30 - 4:30	Film and Discussion - <u>This Child is Rated X</u>	Eugene Montone
Tuesday, April 4		
8:30 - 12:30	Conflict Resolution	Alan Summers
1:30 - 4:30	Police Officer Training	P.A.I.
Wednesday, April 5		
8:30 - 11:00	Values and Behavior	Ronald VanderWiel
11:00 - 12:30	Examination and Evaluation	Staff
1:30 - 4:30	Police Officer Training	P.A.I.

THE SOCIAL SCIENCES IN POLICE WORK

EVALUATION

Indicate (VERY FAVORABLE, FAVORABLE, NEUTRAL, UNFAVORABLE, VERY UNFAVORABLE) your reactions to the following statements or questions:

1. What is your impression of the training program, The Social Sciences in Police Work.

2. Evaluate the program in terms of any methods learned which might prove to be useful in your performance as a police officer. _____
3. Evaluate the program in terms of any new insights into your motivation, values and/or behavior. _____
4. Evaluate the effectiveness of the training program in terms of its creating a desire on your part to further your education in the areas of police science and/or human relations (i.e. taking a course at Temple). _____
5. How would you rate the program in terms of its stimulating you to do additional reading in the areas of police science and/or human relations. _____
6. What is your reaction to the following statement? Training in the social sciences should be part of every policeman's training. _____
7. Did you find the program to be a relevant learning experience in terms of becoming a police officer? _____
8. How would you rate the Temple facilities? _____

1. Do you think the program should be longer _____ shorter _____ same length _____
2. Do you think the program would have been more beneficial if the size of your group had been reduced? YES _____ NO _____
3. Do you think the program should be:
____ A. Continued as it is
____ B. Continued with minor modifications
____ C. Continued with major revisions
____ D. Discontinued
4. Detail below what useful knowledge you have gained from this program.

Indicate (Very Favorable, Favorable, Neutral, Unfavorable, Very Unfavorable) how you would rate the quality of the presentation offered by:

1. Dr. Swan - Family Crisis Intervention
2. Dr. Davis - Educational and Occupational Patterns
3. Mr. Montone - Juvenile Gang Syndrome
4. Mr. Hewitt - Film and Discussion - Law and Order
5. Father Quinn - Analysis of Social and Economic Change
6. Mr. Aytch - The Correctional System and the Police
7. Dr. Burns - Recognition of Abnormal Behavior (Suicide)
8. Ms. Hubschman - Family Organization, Interaction and Sexuality
9. Mr. Dockery - Student Panel Discussion
10. Dr. Smith - Legitimate vs. Illegal Use of Drugs
11. Mr. VanderWiel - Values and Behavior
12. Mr. Rappaport - Temple Student Panel
13. Mr. Potosnak - Alcoholism - Film and Discussion The Other Guy
14. Mr. Johnson - Narcotics and Dangerous Drugs - Panel Discussion
15. Dr. Gilderman - Community Organizations
16. Mr. Hewitt - Film - Crime of Our Courts
17. Judge Glancey, Vincent Ziccardi, Donald Johnson - Panel Discussion -
The Philadelphia Criminal Justice System

Please note any suggestions regarding additional areas that could be included in the program.

NAME (optional) _____

BADGE NUMBER: _____

THE SOCIAL SCIENCES IN POLICE WORK
Examination

Alcoholism is NOT:

- a. Hereditary
- b. Environmental
- c. An Allergy
- d. An Addiction

The social process by which an individual becomes "fit to live with" is called _____.

List 5 guidelines in handling a disturbed or violent person:

List three legitimate reasons for the use of amphetamines.

Goofballs, Red Devils and Blue Birds are nicknames for amphetamines.

True _____ False _____

The Youth Study Center is a juvenile detention facility which has the legal responsibility of providing security and custody and leaves rehabilitation to other placement facilities.

True _____ False _____

List 5 signs of mental illness: _____

The basic classifications of gangs are:

- a. Aggressive and tactical
- b. Aggressive and passive
- c. Situational and passive
- d. Remedial and passive

List 5 physical illnesses that could be mistaken for mental disorders.

RECOMMENDED READING

Alcoholics Anonymous

Art of Loving by Eric Fromm

Behavior Control by Perry London

Challenge of Crime in a Free Society - U. S. Government Printing
Office

Cop by L. H. Whittemore

Violence in America, Vol. 1 & 2 - U. S. Government Printing Office

The Violent Aspects of Protest and Confrontation, Vol. 3 by
Jerome Skolnick

Law and Order Reconsidered, Vol. 10 by Campbell

The Unheavenly City by Edward Banfield

Crime in America by Ramsey Clark

Family Therapy by Nathan Ackerman

Honest Politician's Guide to Crime Control by Morris and Hanskin

Intimate Behavior by Desmond Morris

Justice by Richard Harris

Listening With a Third Ear by Theodore Reik

Naked Ape by Desmond Morris

New Primer on Alcoholism by Marty Mann

Question and Answers About Alcoholism by Marty Mann

Report of National Advisory Committee on Civil Disorders

Silent Language by Edward Hall

Upgrading the American Police by Charles B. Saunders, Jr.

Society and the Healthy Homosexual by George Weinberg

A Module for the Lawful Use of Force;
the Lawful Use of Deadly Force

The use of force by law enforcement officers has precipitated a variety of incidents causing great problems for police and members of the various communities beset by social problems. Undoubtedly, there are many circumstances when force must be lawfully applied to protect life and property and to arrest criminals. There are also circumstances when force may be lawfully used, and the officer, with discretion, appropriately avoids its use for a variety of reasons. The law enforcement officer must be educated and knowledgeable as well as even tempered and humane to serve in today's society.

Format of the Module

- An Introduction - of the topic for discussion including the motivational comments needed to highlight the significance of the module. The introductory paragraph (above) may be used as the introduction for this module.
- Pretest the officers' knowledge of the subject with a written quiz.
- An illustrative role-play incident or video tape materials to project some of the problems in clear focus. For this module, the following hypothetical incident may be utilized:

An officer stops the operator of a vehicle for a violation of the Traffic Law, passing a red light. When asked to produce his driver's license and car registration, the male driver becomes indignant, insisting that he behaved lawfully, and refuses to comply. His shouts at the officer cause a crowd to collect. When the officer threatens to remove him from the vehicle and place him under arrest, he rolls the windows up and locks his doors, obviously irrational at this point.

The officer states he will break the window, open the door, and remove the man by force, and transport him under arrest to the police headquarters for booking. The driver still refuses to comply. The officer breaks one door window, opens the door, removes the struggling man, places handcuffs on his hands and awaits the arrival of the patrolwagon to remove him to headquarters.

- Development of a series of critical and pivotal questions for class discussion. For example:

Discuss the negative consequences of the officer's actions upon the motorist taken into custody, the gathered crowd of people, and upon the image of the law enforcement officer in the community.

What superior strategies could have been utilized to resolve this particular situation, given all the circumstances as described?

- Structuring the class into discussion groups of eight to ten recruits, depending upon class size; each group to select its own moderator and recorder from the group.
- Role-play a similar situation and have group critique - use video tape, if possible.
- Reconvening the class after a discussion period of 30 to 60 minutes depending upon the discussion questions and the interest of the groups; presentation of recorders' reports. The instructor to act as moderator.
- Development of appropriate guidelines for dealing with specific types of incidents requiring the use of force. The instructor and class to consider the following factors in the formulation of these guidelines:

An analysis of the relevant Penal Code Statutes dealing with the use of force and deadly force.

Implications of the use of force and deadly force under a variety of circumstances confronting the law enforcement officer.

The ethical and professional considerations preliminary to the use of force.

Appropriate strategies capable of minimizing the need to use force.

The legal constraints to the use of deadly force; the possibility of conflicting statements by witnesses to the various incidents and events; the possibility of departmental and court investigations when allegations of excessive use of force are made.

The effects of the use of force upon police-community relations; the possibility of generating conflict, disorder and riot.

The emotional duress the officer is subject to in circumstances requiring rapid decisions; particularly when confronted by an armed criminal.

- Formulation of questions for testing or examination.

Testing of class at the completion of the module by short quiz.

Inclusion of fundamental questions for the final examination at the completion of the recruit training session.

END

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