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DOT HS-801 978

**POLICE MANAGEMENT TRAINING ON  
"FACTORS INFLUENCING DWI ARRESTS:"  
TRAINING STATE AND COMMUNITY  
INSTRUCTORS**

Contract No. DOT-HS-5-01209

August 1976

Final Report

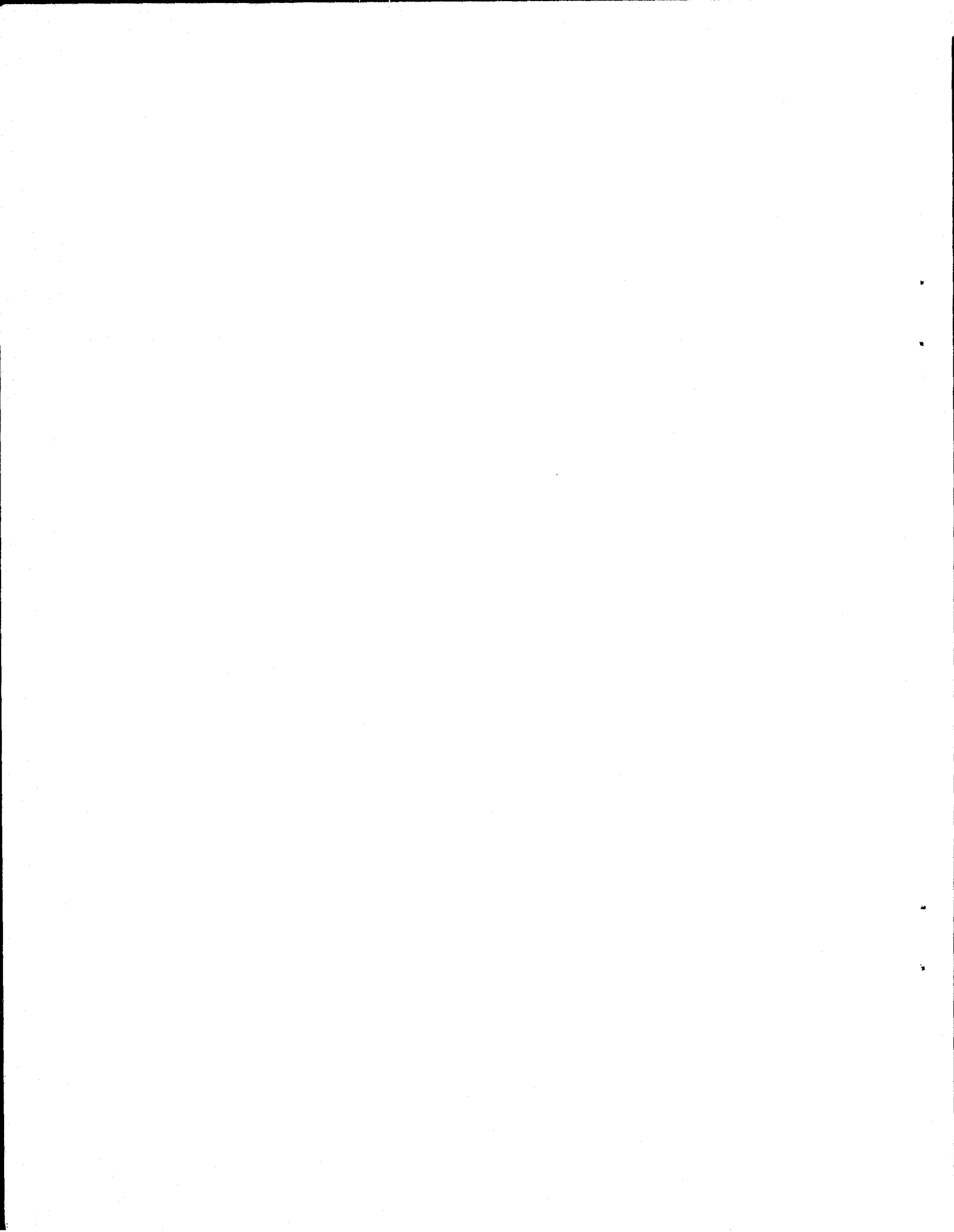
RED FOR:  
DEPARTMENT OF TRANSPORTATION  
Federal Highway Traffic Safety Administration  
Washington, D.C. 20590

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16. Abstract <p>The purpose of this project was to train key individuals from state and local enforcement agencies to conduct Police Management Workshops as outlined in the National Highway Traffic Safety Administration curriculum package entitled "Factors Influencing DWI Arrest." The project staff conducted five 30-hour instructor training institutes in various areas of the country, drawing from two federal regions for each institute. Two educational technologists from the Applied Science Associates' staff conducted the five institutes during the period 15 October 1975-9 April 1976.</p> <p>Through the National Highway Traffic Safety Administration's regional offices and the states' Governor's Representatives for Highway Safety, candidates were selected and enrolled in each institute. A total of 57 instructor-students participated in the training, representing 37 states, the District of Columbia, and Puerto Rico. Of those enrolled 84 percent found the institute a valuable experience, but only 25 percent expect to use the entire package in their state.</p>					
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Contract Technical Manager

Mr. Richard Frederick  
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NCJRS

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ACQUISITIONS

The contents of this report reflect the views of the authors, not necessarily the views or policies of the National Highway Traffic Safety Administration.

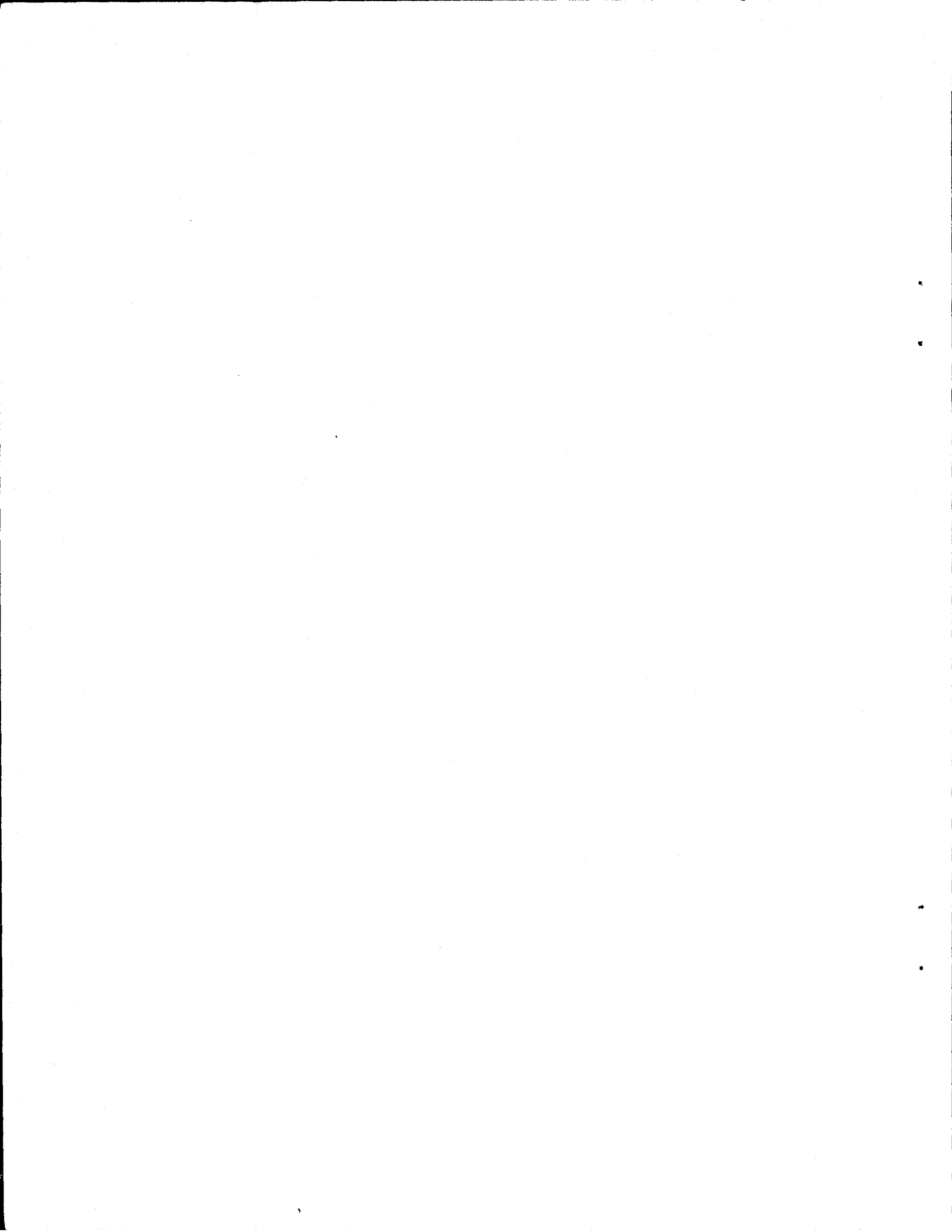


# FOREWORD

The U.S. Department of Transportation, National Highway Traffic Safety Administration (NHTSA) recently supported the design and development of a three-day workshop for Police Management (PM) personnel. The workshop's goal was to acquaint police managers with the factors that influence DWI arrests, and help them to identify the actions that can be taken by command and supervisory personnel to increase the level of enforcement of DWI laws.

The final PM curriculum package consisted of a Workshop Leader Outline, a Planning Guide, and a Participant's Manual. To assist state and local jurisdictions in implementing the use of this package, NHTSA supported the conduct of five instructor training institutes. These institutes were designed by Applied Science Associates, Inc. (ASA) to explain the PM package in detail to those who attended, and to teach these potential instructors the interactive teaching methods and techniques required for proper presentation of the PM workshop.

Mr. Cecil B. Arnold of NHTSA served as the Contract Technical Manager. Mr. Thomas K. Elliott, Vice President of ASA, acted as Program Manager, while Ms. Margaret W. Nesbitt, the Project Director, and Mr. Donald W. McGill, Project Associate, acted as the Institute instructors.





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## INTRODUCTION

### Background

Driving While Intoxicated (DWI) is not only a violation of traffic law, but also a precipitating cause of thousands of injuries and fatalities occurring on U.S. highways each year. In response to these tragedies, the 1968 Highway Safety Act specifically directs the Department of Transportation (DOT) to conduct research in the alcohol countermeasures area. The National Highway Traffic Safety Administration (NHTSA) has mounted a multi-faceted program to effect a reduction in alcohol-related traffic accidents. One goal of this program is to produce a higher rate of DWI law enforcement. Among the projects sponsored by NHTSA to achieve this goal were two studies<sup>1</sup> of the factors which influence an officer's DWI arrest decisions. In these two studies, 26 environmental and attitudinal factors were identified as having an impact on the decision to arrest for DWI. These factors were classified according to four broad categories: Policy, Operations, Communications, Training.

These study results were the basis for the development of a curriculum package entitled "Factors Influencing DWI Arrests" which was designed for use by educators and training officers in state and community police management (PM) workshops. Upon completion of this workshop, the participant should be able to identify and implement management actions appropriate for increasing DWI enforcement in his own community.

To assure proper administration and implementation of the PM workshop package, this project was initiated. The instructor Institutes serve as an introduction to the materials and appropriate teaching techniques for use in the workshop. This document is the final report of the project conducted by Applied Science Associates, Inc. (ASA) to plan, conduct, and evaluate five PM Institutes on the curriculum package entitled "Police Management Training on Factors Influencing DWI Arrests."

The project was conducted for the NHTSA during the period 18 June 1975 through 15 July 1976, under Contract Number DOT-HS-5-01209, with Mr. Cecil B. Arnold as Contract Technical Manager (CTM).

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<sup>1</sup>Oates, J. R., Jr. Factors influencing arrests for alcohol-related traffic violations. Washington, D.C.: National Highway Traffic Safety Administration, September 1974. DOT-HS-801-230.

Young, A. Factors influencing Alcohol Safety Action Project police officers' DWI arrests. Final report. Washington, D.C.: National Highway Traffic Safety Administration, April 1974.

## Purpose and Scope

The major goal of this project was the development, conduct and evaluation of five four-day training Institutes which provided police management personnel with instruction and practice in the administration and implementation of a comprehensive curriculum package entitled Police Management Training on "Factors Influencing DWI Arrests": Training State and Community Instructors.

The specific objectives of this project were to:

1. Prepare and submit a detailed Project Plan.
2. Schedule and plan the five Institutes to optimize the use of resources (both time and manpower).
3. Conduct five Institutes on the PM package according to established guidelines and criteria set by NHTSA.
4. Evaluate course materials and the quality of instruction presented at each Institute, in sufficient detail to permit course revision before subsequent administration.
5. Analyze and interpret all evaluation data in order to provide a cumulative evaluation of the five Institutes.

The ultimate objective of the Police Management Institutes was to provide state and community level instructors with sufficient background in the content and administration of the PM workshop to assure their competency in the actual workshop conduct.

The scope of the project was clearly defined in the contract. Five four-day Institutes, each providing 30 hours of instruction, were to be conducted at locations which provided maximum convenience relative to the ten federal regions. Each Institute was intended to accommodate 15 participants, and to provide for Institute evaluation by both the participants and the contractor. Recommendations resulting from the individual Institute evaluations and from a cumulative evaluation were expected to encompass specific information and advice for the implementation and conduct of future PM training workshops.

## Approach

During the development of the Project Plan, two major decisions were made: (1) to concentrate on teaching methods and procedures rather than

on the presentation of DWI facts and information; and (2) to utilize academicians as Institute instructors rather than experts in the field of alcohol/highway safety.

A careful analysis was made of the curriculum package to determine which content items must be included in the training. In addition, the entry level of Institute participants and the Office of Education Guide (OE Guide)<sup>2</sup> course structure were considered in the formulation of the course outline. Selection of Institute locations, and the preparation of materials for participants, comprised the bulk of Phase One activities. The "team-teaching" method was selected as the most efficient technique for presenting instruction during the Institute.

Phase Two consisted of planning, conducting, and evaluating the five Institutes. After the first Institute, six weeks were allocated for review of the summary evaluation by the CTM, and so that necessary revisions could be made in the course materials. The remaining four Institutes were spaced at four-week intervals over the remainder of the five-month period scheduled for Phase Two.

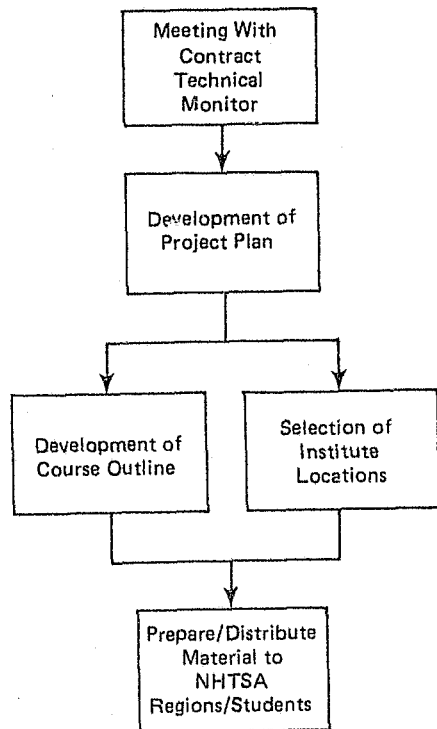
The final two months of the project, Phase Three, were devoted to summarizing the data collected during the Institutes, including instructor's critiques of presentations, student evaluations of the Institutes, and ASA's assessments of overall Institute quality. This final report details the methodology employed, interprets the data collected, and presents conclusions and recommendations for follow-up teacher training services.

Figure 1 presents an overview of project activities by phase/task. The conduct of each activity is described in detail in the sections which follow.

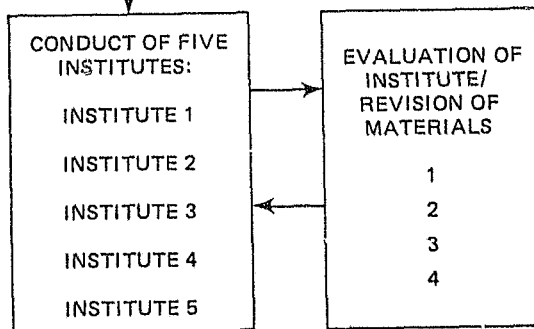
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<sup>2</sup>U.S. Office of Education. The preparation of occupational instructors. A suggested course guide. Austin, TX: The University of Texas, 1966.

# PHASE ONE: PLANNING AND PREPARATION



# PHASE TWO: CONDUCT/EVALUATION OF INSTITUTES



# PHASE THREE: EVALUATION AND REPORTING

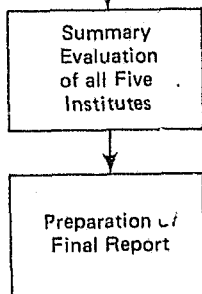


Figure 1. Overview of Project Activities

## INSTITUTE PLANS AND PREPARATION

### Project Plan Development

The ASA Project Director met with the CTM at NHTSA on 22 July 1975 to discuss the draft Project Plan and to define the tasks as outlined in the proposal. In addition, staff composition was discussed. It was agreed that Ms. Margaret W. Nesbitt would serve as Project Director, and Mr. Thomas P. Stamp would fulfill the duties of Project Associate, as originally proposed. In addition to Ms. Nesbitt, ASA suggested the use of another qualified teacher-trainer from our staff to act as instructor for the five Institutes, in lieu of the five trainers to be provided by the Institute hosts. Resumes for two ASA staff members were submitted to the CTM, and Mr. Donald W. McGill was selected to fulfill the duties of the second Institute instructor.

At the outset of the project, ASA's Project Director contacted Mr. Edward Bishop at Dunlap and Associates to obtain copies of the actual course materials. Dunlap and Associates, developers of the curriculum package, forwarded a draft copy of the Workshop Leader Outline, Participant's Manual, and the Planning Guide to ASA. After reviewing the curriculum materials, a second draft of the Project Plan was presented to the CTM for review and comment.

The draft plan was reviewed by C. Arnold and R. Frederick at NHTSA. All comments received were incorporated into the final Project Plan. The one substantive change requested by the CTM was an adjustment in the date of the first Institute. This change was dictated by the needs of the California Demonstration Project for an instructor to be trained in this area prior to 15 October 1975.

The final Project Plan, including task descriptions, scheduling, and personnel assignments, was revised and submitted to NHTSA on 2 September 1975.

### Institute Site Selections

Institute locations were selected according to several considerations including:

1. Need for instructor training in the region, as judged by NHTSA Regional Office personnel.
2. Convenience of location to all possible attendees.
3. Budget constraints.

Richard Frederick of NHTSA provided ASA with a list of police academies which currently provide law enforcement officer training. From this list, the CTM chose six academies to be contacted by ASA to request their cooperation as host institutions. The original six locations were:

1. Golden, Colorado
2. Meriden, Connecticut
3. Atlanta, Georgia
4. Springfield, Illinois
5. East Lansing, Michigan
6. Olympia, Washington

Federal Region V includes both Illinois and Michigan, so the Springfield site was eventually eliminated. It was deemed particularly desirable to plan for the first Institute to be held in/near Region IX, because of the California Demonstration Project whose supervisory personnel would benefit greatly from attendance at a PM workshop.

ASA's staff contacted all police academies suggested by NHTSA and obtained quotations on daily rates for use of suitable facilities. The five police academies contacted to be host institutions for the Police Management Institutes were:

1. Colorado Law Enforcement Training Academy, Golden, Colorado.
2. Municipal Police Training Council, Meriden, Connecticut.
3. The Law Enforcement Officers Training Council, East Lansing, Michigan.
4. The Police Standards Board, Tallahassee, Florida.
5. The Law Enforcement Planning Commission, State of Washington, Seattle, Washington.

The above tentatively agreed to serve as host institutions, subject to approval by their respective boards. A copy of a model letter that was sent to each of these institutions appears as Figure 2.

Further contacts with the academies revealed certain constraints. The academies' facilities, although more than adequate for their intended purposes, did not fulfill all the requirements of the Institutes. Some of the problems encountered included:

1. Lack of availability of classroom facilities.
2. Academy rules prohibiting liquor on the premises (liquor was required for the controlled drinking demonstration).



# ASA

The Problem Solvers

Inside Address

Dear \_\_\_\_\_:

Applied Science Associates, Inc. (ASA) is currently under contract to the National Highway Traffic Safety Administration (NHTSA) to conduct five institutes across the country to train police management instructors to administer a course on the factors influencing DWI arrests. The institutes will be four days in duration, probably Monday through Thursday and will be conducted by two instructors qualified in educational methodology. The students will be law enforcement personnel with at least three to four years of supervisory experience, as well as actual experience in the area of police management instruction.

ASA will provide the two instructors for the institute, and make all arrangements for the 15 students who will attend. As a host institution, you would be expected to provide the following:

1. A classroom seating 20 with a chalkboard or easel, a 16mm projector, a 35mm projector, and a stand and screen.
2. Dormitory rooms for 20 at the academy, if possible, at a group rate. If rooms are not available, we ask that you recommend a nearby hotel or motel that will provide transportation to and from the academy daily, and will provide a group rate for rooms and meals.
3. Arrangements for group lunches at or near the academy, plus coffee, tea and all accouterments in the classroom for each of the four days.

The institute to be held in your area will be scheduled sometime between . We would appreciate a written confirmation of your willingness to act as a host institution, and a quotation of approximate costs for each of the above items, at your earliest convenience. Since our announcements must be sent on or before , a reply at your earliest convenience would be most helpful.

If you have any questions about the institute or the necessary arrangements, please call me (collect) at (412)586-7771.

Sincerely,

APPLIED SCIENCE ASSOCIATES, INC.

*Thomas P. Stamp*

Thomas P. Stamp  
Project Associate

eb

APPLIED SCIENCE ASSOCIATES, INC. • BOX 158, VALENCIA, PENNSYLVANIA 16059 • (412) 586 7771

Figure 2. Model Letter to Host Institutions

3. Transportation problems to and from those academies not equipped with sleeping facilities.
4. Dormitory-type room accommodations and lack of housekeeping services which were judged to be unacceptable to the Institute participants.

After discussion of these constraints with the CTM, it was agreed that the Institutes would be conducted at conveniently located hotels which could provide meeting rooms. The final sites selected were:

1. Issaquah, Washington.
2. Tallahassee, Florida.
3. East Lansing, Michigan.
4. Aurora, Colorado.
5. Peabody, Massachusetts.

## INSTITUTE CONDUCT, EVALUATION, AND REVISION

All five Institutes were team-taught by the two ASA instructors. Structured evaluation forms were used to assure systematic and consistent assessment of Institute quality. A list of all those who participated in the five Institutes appears in Appendix A. The Students' Institute Assessment Forms were distributed on the second day of the Institute and collected at the final session.

Upon return from each Institute, all evaluation data was collated for use in formulating necessary course revisions. Students' critiques were taken into account in revising Institute materials, as well as the instructors' perceptions of instructional pace, scheduling problems, and adequacy of teaching aids. A sample of the Institute evaluation form is presented in the Institute Notebook (see Appendix B, p. B-18).

### Development of the Course Outline

#### Content Analysis

The rationale for selection of the portions of the Police Management of DWI Arrest curriculum to be highlighted in the Institutes considered two dimensions of instructional design--what to teach, and how to teach it. The content of the Institute course was selected from the total curriculum package to reflect the most important elements to be taught, and the methods and techniques to be used in teaching these elements. The Institute Lesson Plans, therefore, cover content items which are most critical to the four action areas which were isolated as factors that influence DWI arrests without the officers' being aware of their interference.

Basically, the definitions of these action categories are:

1. Policy--Where department policy is poorly defined, and procedures for DWI arrests are not clearly mandated or of high priority, low enforcement levels prevail.
2. Operations--This area covers time required for DWI processing, police officers' perception of the possibility of conviction, and overall department emphasis on DWI arrests.
3. Training--Research indicates the need for training in alcohol-related enforcement, up to and including the supervisory levels. This training

should encompass knowledge of the physiological effects of alcohol and identification and detection techniques which will improve the DWI enforcement rate.

4. Communication--Interdepartmental communication is interwoven with all of the above factors influencing DWI arrest. Other systems which interact with the police department (judicial, licensing, and rehabilitation) must also be made aware of the possible effects of higher levels of DWI enforcement on their activities.

To gain a more complete understanding of the factors which influence DWI arrest decisions, plans were made in September 1975 for the ASA project staff to ride with the Fairfax, Virginia ASAP patrol on two Friday nights to observe actual DWI arrests.

M. Nesbitt and T. Stamp rode with the patrol on 5 September, and M. Nesbitt and D. McGill, the two Institute instructors, rode with the ASAP patrol on 3 October 1975. The eight-hour experience (9:00 p.m.-5:00 a.m.) proved to be most valuable in gaining first-hand exposure to the actual factors that influence the arrest/no-arrest decision in an ASAP area.

The final Institute course was designed to emphasize methods of teaching appropriate to the package content, based on a determination of the students' existing knowledge, teaching time required, and potential application in the actual workshops.

In order to develop effective course guidelines, it was necessary to determine the participants' entry-level of experience. Minimal qualifications of the instructor-students were expected to be:

1. At least three to four years of supervisory experience.
2. Actual experience in the area of police management instruction (rather than administration).
3. Familiarity with state and local laws and procedures regarding DWI detection, arrest, charging, and adjudication.

The 30-hour Institute course could not deal comprehensively with all elements of the PM package. For this reason, the judgment was made that the most critical points to get across to the participants were:

1. The unusual nature of the PM package and audience, i.e., a seminar format rather than the traditional classroom type of instructor-student arrangement, normally used with command and supervisory personnel at all levels.

2. The purpose of the PM workshops, which is to foster attitude change and, in turn, raise the level of enforcement of the DWI counter-measure laws, by effecting change in agency policy, operations, training, and communication.
3. Special teaching techniques that can be most effectively used in the round table seminar atmosphere to produce the desired effects.

It was anticipated that the most useful approach would be one that prepared the instructor-student for actual presentation of a PM workshop. All instructional units, therefore, were aimed at preparing the participants to use the PM package as outlined in the Workshop Leader Outline.

#### Final Course Outline

The Course Outline was structured in accord with the OE Guide. The four basic elements of the OE Guide instructional process are: (1) Preparation, (2) Presentation, (3) Application, and (4) Test. Because of the nature of the PM workshop, however, only the first three stages of this process were accounted for in the curriculum package. The final step, the Test, was not provided for in the PM workshop. In the Institutes, ASA made provisions for this step by suggesting one manner of evaluating performance (pre- and post-questionnaires).

A draft Course Outline was submitted to NHTSA for comments/revisions. After their review, the CTM and R. Frederick of NHTSA requested that several modifications be made to the outline to assure that there would be no misunderstanding on the part of the Institute participants regarding workshop evaluation. All required changes were made, and the final Course Outline (including topics for lesson plans, handouts, and practice activities) was submitted on 2 September 1975. The Course Outline is presented in Appendix C of this final report.

#### Development of Institute Materials

Using the Course Outline approved by NHTSA, the project staff developed a set of materials for use in the first PM Institute. These consisted of a series of handouts and the Institute Notebook. A preliminary draft of the Institute Notebook was submitted to NHTSA for review by the CTM, A. Adams, and R. Frederick. All NHTSA comments and revisions were subsequently incorporated into the final version of the Institute Notebook (see Appendix B).

The Institute Notebook contained:

1. A day-by-day agenda for the four-day Institute, outlining times for each instructional unit, meal and coffee break schedules, etc.
2. Lists of units from the PM package from which instructor-students chose their assignments, both Lesson Plan writing and actual presentation.
3. Critique forms for attendees' presentations, to make the participants aware of the parameters on which their presentations would be judged.
4. Institute evaluation forms, to be completed by participants before leaving on Day Four.
5. An annotated bibliography of audio-visual aids suitable for use with the PM workshop.

The handouts used throughout the four-day Institute consisted of:

1. Five pages explaining the concept of Blood Alcohol Concentration (BAC) taken from the Legislators' Seminar package.<sup>3</sup>
2. A two-page table pointing out the commonalities among the three books of the PM package.
3. Lesson Plan model and blanks for students' use.
4. Problem Situations 1-5, for use in provoking discussion of the problems which might arise in the conduct of a PM workshop.
5. Pre- and Post-Workshop Questionnaires, suggested for use in evaluating the success of the PM workshops when conducted by the instructor-students.

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<sup>3</sup>Nesbitt, M. W. Legislators' seminar in alcohol and highway safety. Participant's Manual. Washington, D.C.: Department of Transportation, National Highway Traffic Safety Administration, September 1975. PB 248-592.

6. The four-step Plan of Instruction as outlined in the OE Guide.

Copies of each of these handouts can be seen in Appendix D.

A reference table of NHTSA articles, reports, and other documents were provided to the Institute attendees as additional sources of alcohol abuse and highway safety data for their presentations.

In addition, the ASA staff designed a brochure to be distributed to the offices of the Governors' Representatives, providing a general description of the PM Institutes. This announcement included project background information, the Institute topic, anticipated attendees, and Institute dates and locations. A copy of the brochure can be found in Appendix E.

#### Materials Required

Early in the project, ASA submitted a request to the CTM for ten copies of the Police Management Course Guide developed by Dunlap and Associates. These copies were to be used in announcing the Institutes to the NHTSA Regional Offices, because the time required to wait for the U.S. Government Printing Office publications of the guide would have greatly delayed Institute announcement. The CTM made arrangements for ASA to obtain these copies from Dunlap, who billed ASA for copying costs.

#### Psycho-Motor Test Equipment

On 3 October 1975, ASA's two PM Institute instructors met with the CTM at NHTSA to demonstrate equipment to be used in the two psychomotor tests planned for the Institute's controlled drinking demonstration. Behavior decrement after alcohol intake was to be measured in two ways: (1) the reaction-time tester, and (2) the mirror-tracking task. D. McGill explained and demonstrated how baseline response times for each volunteer would be established, and the use of both types of test equipment. The CTM agreed that these tests should be tried out during the first Institute.

#### Institute Enrollment/Site Selection

Less than six weeks after acceptance of the Project Plan, ASA prepared and distributed to the ten NHTSA Regional Offices packets containing:

1. Brochures describing the Institute's purpose and scope.
2. A copy of the Police Management Training Planning Guide.
3. A list of qualifications for potential participants.

4. Forms and procedures for both Principal and Alternate student enrollment, as well as application cut-off dates.
5. An explanation of the participant reimbursement procedures.

Appropriate information regarding Institute conduct and locations was sent in the form of an NHTSA Notice (see Figure 3) to all the states' Governors' Representatives for Highway Safety.

Applications for enrollment were screened and processed according to the established criteria mentioned earlier. Attempts were made to recruit one Principal and one Alternate from each of the 50 states, with the remaining 25 enrollments being made available on a "first-come, first-served" basis. (These figures are based on five Institutes, each with 15 participants, with a total of 75 attendees.)

Participants who were selected were to be advised of their acceptance and receive a packet of course materials and Institute information 30 days before their Institute start date. For this reason, application cut-off dates of at least 25 working days before Institute start date were used.

#### Institute No. 1

The first PM Institute on "Factors Influencing DWI Arrests" was held in Issaquah, Washington, from 14-17 October 1975. Twelve instructor-students and one representative of the NHTSA Region X Office participated in this Institute.

All final arrangements were made through Mr. Howard Eddy of the NHTSA Region X Office for the use of conference facilities at the Holiday Inn at Issaquah. This Institute provided instruction for Federal regions IX and X, which encompass the following eight states: Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, and Washington. Of these, all but Hawaii were represented at the PM Institute.

#### Specific Recommendations for Institute Revision

Subsequent Institutes benefited greatly from the experience gained in this first administration. Although no substantive changes were made in the Institute content, two factors were changed somewhat to improve the



U.S. DEPARTMENT OF TRANSPORTATION  
NATIONAL HIGHWAY TRAFFIC SAFETY  
ADMINISTRATION

<b>NOTICE</b> 900	
DATE OF ISSUANCE	OPI:
September 22, 1975	N42-22

Notice Expires December 22, 1975

**SUBJECT:** TRAINING COURSE FOR STATE AND COMMUNITY  
INSTRUCTORS: "POLICE MANAGEMENT TRAINING ON  
FACTORS INFLUENCING DWI ARRESTS"

- Paragraph 1. Purpose  
2. Background  
3. Published Course Materials  
4. Enrollment Limitation  
5. NHTSA Instructor Training Contract  
6. Reference

1. PURPOSE. To inform Regions, and through them, States and communities, of an NHTSA institute to train instructors by familiarization and practice with a new police management training curriculum package entitled "Factors Influencing DWI Arrests." To solicit assistance in identifying and enrolling a limited number of carefully selected instructor candidates from each State.
2. BACKGROUND. Following the development and publication of each new traffic safety course package, NHTSA sponsors an instructor training institute at various geographically dispersed locations throughout the Nation. The DWI Police Management Institute is the latest in a series of instructor training institutes sponsored by NHTSA. An instructor training institute is designed to assist States and communities in developing in-place instructional capability through the adoption and further utilization of newly developed instructional materials. A qualified local instructor is the key factor in establishing within-state capability for continuing instruction in a particular occupational field.
3. PUBLISHED MATERIALS. The Police Management DWI course materials were developed under an FY 1974 contract with Dunlap and Associates, Inc. Extensive field testing and material adjustments preceded submission of the course materials for printing. When printing is completed and materials are made available, distribution to States and agencies will be accomplished by a transmittal TSP Notice.
4. ENROLLMENT LIMITATION. Enrollment in the instructor institutes during a specified period of time is open only through referral by Region and State authorities. There is no tuition charge. All institute materials are provided and qualified instructor participants will be reimbursed for transportation and per diem costs. Enrollment is limited to police management level personnel who are qualified to instruct and who are to be assigned to teach future courses in this field. NHTSA Regional Offices will be requested at the appropriate time to obtain from each State, largely on the basis of the course

Figure 3. NHTSA Notice

NHTSA Notice 900  
September 22, 1975

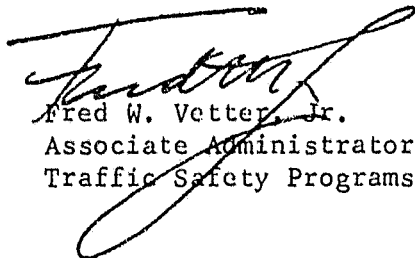
content, a reasonable commitment that at least a single candidate from each State will attend. The contractor, through the Regional Offices, will provide the States with the necessary enrollment forms and specific information regarding travel reimbursement, per diem, and institute dates and location. Criteria for participant selection will include the proximity of the participant's home State to the institute site since the contractor's limited travel funds will only provide money for travel to the nearest site.

5. NHTSA INSTRUCTOR TRAINING CONTRACT. Applied Science Associates, Inc., is under contract to organize and operate the Police Management DWI instructor training course, a continuation of earlier NHTSA institutes successfully completed under previous contracts. Sections of the instructor training institute will operate at each of five States in cooperation with designated educational institutions. The initial class for this institute is scheduled for October 14-17, 1975, in the State of Washington. The tentative scheduled locations for the other four classes, with approximate dates, are as follows:

<u>LOCATION</u> (specific cities to be determined)	<u>DATE</u> (approximate)
Florida	January 1-15, 1976
Michigan	February 1-15, 1976
Colorado	March 1-15, 1976
Connecticut	April 1-15, 1976

6. REFERENCES.

- a. Completed Contract DOT-HS-4-00987 with Dunlap and Associates, Inc., entitled "Materials Development for Police Management Training Package on Factors Influencing DWI Arrests."
- b. Contract DOT-HS-5-01209 with Applied Science Associates, Inc., to conduct institute to train instructors of course "Police Management Training on Factors Influencing DWI Arrests." Project Manager for Applied Science Associates is Ms. Margaret Nesbitt, Telephone (412) 586-7771. NHTSA Contract Technical Manager (CTM) is Cecil Arnold, Telephone (202) 426-1634.

  
Fred W. Vetter, Jr.  
Associate Administrator  
Traffic Safety Programs

initial acceptance level and the students' perceptions of the Institute as a whole. These two changes consisted of: (1) a more formal presentation of the first two units on Day One, and (2) presentation of the group discussion technique on Day Two, to familiarize the instructor-students with a technique which they would use in their own PM workshops.

ASA's project staff revised the Institute Notebook to reflect the changes suggested by the evaluation of Institute No. 1, and all revisions were submitted to NHTSA for approval.

### Institute No. 2

The second PM Institute was held in Tallahassee, Florida, from 5-8 January 1976. Thirteen instructor-students were in attendance, representing eight states and the District of Columbia.

All final arrangements were made by ASA with the Tallahassee-Hilton. Mr. Murphy Evans of NHTSA's Region IX Office attended the Institute, which drew its participants from Federal regions III and IV. The Governor's Representatives for Highway Safety of Georgia, Mississippi, and West Virginia declined to send representatives to the Institute. For this reason, two instructor candidates were accepted from the states of Florida, North Carolina, and Pennsylvania. In addition, the states of Delaware, Kentucky, South Carolina, Tennessee, Virginia, and the District of Columbia were also represented at the Institute.

Institute No. 2 was conducted as was Institute No. 1, except for the changes noted earlier.

### Specific Recommendations for Institute Revisions

On the basis of experience gained in Tallahassee, the following modifications were made to the Institute schedule and content:

1. The Institute would begin at 9:00 a.m. rather than at 11:00 a.m., since attendees arrive the night before.
2. The film "Levels of Danger" would be used in place of "Point Zero Eight," at the recommendation of the attendees who were familiar with both films.

3. Day Two will also contain a unit on the preparation of a PM Lesson Plan, including evaluation parameters by which the attendees' assignments will be assessed.

The ASA staff made the above changes in preparation for Institute No. 3.

### Institute No. 3

The third Institute site was at Kellogg Center, Michigan State University, in East Lansing, Michigan, from 9-12 February 1976. The ASA staff made all final arrangements with the Center for meals and accommodations. The cooperation of Michigan State University's Highway Traffic Safety Center was enlisted in the acquisition of the audio-visual and breath testing equipment necessary for Institute activities.

Upon receipt of the enrollment packages, the Governor's Representatives from the states of Ohio, Illinois, and Indiana elected not to send an instructor to the PM Institute. Selected enforcement agencies (state police and highway patrols) in each of these states were contacted by ASA in January to assure that they were aware of the Institute and had an opportunity to send a representative, but no arrangements could be made. Significantly, in many cases, the enforcement agencies had not been informed by the Governor's Representatives that the PM Institute was being conducted.

A total of 10 instructors representing the following states attended the Institute: Iowa, Michigan, Minnesota, Missouri, Nebraska, and Wisconsin.

In addition, the CTM, Mr. Cecil B. Arnold from NHTSA, and Dr. James Carnahan, Director of Michigan State University's Highway Traffic Safety Center, were also in attendance. Dr. Carnahan was kind enough to offer to allow the Institute attendees to view the Center's film on "The Medical Aspects of Alcohol," which is normally used in patrol officer DWI training. The 60-minute film explicates the physiological effects of alcohol in great detail, and was very well received by the group.

### Specific Recommendations for Institute Revisions

On the basis of comments received and the experience gained in East Lansing, the following modifications were made to the Institute content and schedule:

1. A handout would be provided to participants which cross-referenced information common to the three manuals in the PM package.

2. A sample lesson plan would also be provided to participants as a handout.
3. If a loan copy of the film "Medical Aspects of Alcohol" is available, it would be offered for voluntary viewing by the Institute participants on the evening of Day One.

#### Institute No. 4

The fourth Institute was attended by 12 instructor-students and Mr. Cecil B. Arnold of NHTSA. It was held at the Holiday Inn in Aurora, Colorado from 8-11 March 1976. Nine states from Regions VI and VII were represented: Arkansas, Colorado, Louisiana, New Mexico, North Dakota, Oklahoma, Texas, Utah, and Wyoming.

ASA staff members made all final arrangements for accommodations, classroom facilities, and meals. Although arrangements had originally been made to conduct this Institute at the Colorado Law Enforcement Training Academy, these had to be cancelled due to lack of classroom space. Mr. Ted Zimmerman of the Colorado Governor's Representatives Office attended the Institute, and assisted ASA's staff by providing audio-visual and breath testing equipment.

A copy of the film, "The Medical Aspects of Alcohol," was obtained from Michigan State University and shown on the evening of Day Two of this Institute. Again, this film was judged by the group as both informative and worthwhile.

#### Specific Recommendations for Institute Revisions

The Colorado Institute resulted in no major modifications to the Institute content or schedule.

#### Institute No. 5

The fifth Institute was held in Peabody, Massachusetts, on 5-8 April 1976. Ten instructor-students were in attendance, representing seven states (Connecticut, Maine, Maryland, New Hampshire, New York, Rhode Island, and Vermont) and Puerto Rico. Unfortunately, Massachusetts' Governor's Representative did not receive the PM Institute materials with sufficient lead time, and no representative from Massachusetts was present.

Plans had been made in January for the conduct of this Institute at the Albany Police Academy, but several logistical problems arose (involving local transportation and the controlled drinking demonstration) and resulted in a change of plans. ASA made all final arrangements for accommodations, meals, and classroom facilities with the Peabody Holiday Inn.

Specific Recommendations for  
Institute Revisions

The Massachusetts Institute resulted in no major modifications to the Institute content or schedule.

## CUMULATIVE EVALUATION OF PM INSTITUTES

### Instructor's Evaluations

#### Institute Enrollment

The two ASA Institute instructors were, on the whole, pleased with the performance of those attending the five PM Institutes. Although two of the groups of potential instructors were less motivated and attentive than desired, the other three groups were very responsive.

It is the consensus of opinion among the ASA staff that the selection problem contributes greatly to the lack of motivation in Institute attendees. When the Governors' Representatives Offices were given sufficient lead time by the Regional Offices (1.0 to 1.5 months), selection of participants was accomplished efficiently, and the candidates enrolled met the established criteria. Where the lead time was short, however, neither the Principals nor the Alternates proposed by several states were truly qualified to attend (e.g., patrol-level personnel from small municipal departments who did not normally serve as police instructors). What's more, the likelihood of these lower-level officers using the package later was extremely low.

#### Institute Conduct

The central theme which runs through the instructor's evaluations of the Institutes is one of overall satisfaction with the instructional methods and techniques used, but disturbance at the disparity in levels of personnel to be taught. The admixture of levels of sophistication among attendees caused the instructors some concern. Detailed explanations of some instructional methods were required for the lowest level (the untrained patrol officer), and this level of detail was considered boring by the highest levels (experienced and well-qualified state-level instructors). Another area of concern was the generally low level of acceptance of the Dunlap materials by some of the Institute attendees.

It was apparent that many of the instructor-students regarded the entire package as "another federally funded study that tells us nothing new." The ennui generated by the entire DWI problem is difficult to overcome in enforcement agencies where the prevailing attitude is that "we've heard all of this before."

Three films were used in the five Institutes to illustrate the effects of high BACs on driving. Institutes Nos. 1 and 2 used "Point Zero Eight,"<sup>4</sup>

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<sup>4</sup>Canadian Broadcasting Corporation, 1966, 30-minutes.

Institute No. 3 used "Levels of Danger,"<sup>5</sup> and Institutes Nos. 4 and 5 showed "Under the Influence."<sup>6</sup> The latter film is judged to be of the highest quality and, although less scientific in approach than "Point Zero Eight," most suitable for use with the PM Institute audience. The film, "Medical Aspects of Alcohol," which ASA was able to borrow from the Highway Traffic Safety Center at Michigan State University was most interesting and informative for Institute attendees, an evening activity judged to be very worthwhile.

The use of the psycho-motor testing equipment in the controlled drinking demonstration was also deemed valuable, since there proved to be a positive correlation (although not tested for statistical significance) between high BACs and errors on the complex (decision-making) task. Many of the Institute attendees expressed interest in using this equipment in their own demonstrations.

### Institute Facilities

As originally planned, the five PM Institutes were to be conducted at state police academies within the regions to be served. Due to scheduling difficulties and lack of suitable classroom space in some areas, four of the five Institutes used motel facilities, which were judged very comfortable and pleasant. Institute No. 3 was the only one conducted at a university campus, whose classroom facilities and room/meal rates were comparable to that of the motels.

### Students' Evaluations

#### Institute Enrollment

As will be seen by the ratings shown in Table 1, many of the students were not entirely pleased with the enrollment process, nor did they understand why they were selected. It appeared to ASA that, despite the efforts of the Regional Offices and the Governor's Representatives, many of those who attended did not receive their Institute materials until the day of their departure. In other cases where the materials actually had been received by a candidate, an unanticipated change in his schedule precluded his attendance, and his substitute was given very short notice and little background information. As a result, more than 30 percent of the Institute attendees arrived on Day One of the Institute with little/no understanding of the Institute's purpose, their role, etc.

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<sup>5</sup>North Carolina Alcohol Safety Action Project, 1972, 25-minutes.

<sup>6</sup>Los Angeles Alcohol Safety Action Project, 1974, 30-minutes.



Table 1

## INSTITUTE EVALUATION FORM

ITEMS FOR EVALUATION	EXCELLENT	GOOD	ADEQUATE	POOR	TOTAL RESPONSES
Advance information on the Institute	7	13	10	24	54
Explanation you were given prior to the Institute of what would be expected of you	8	9	15	23	55
Advance study materials	13	11	9	19	52
Enrollment procedures	14	27	6	4	51
How would you rate the Institute sessions on the following?	4	3	-	-	7
a. Clarity of overall instructional goals	21	29	4	1	55
b. Effectiveness of educational techniques and aids used	19	33	2	2	56
c. Freedom from distractions	22	27	6	2	57
d. Conduciveness of surroundings to Institute proceedings	27	23	4	3	57
How would you rate the Institute instructors?	17	3	1	-	21
a. Orientation of the group at Institute start	30	21	3	-	54
b. Level of interaction with participants	48	7	-	-	55
c. Ability to adjust to students' learning styles	35	17	4	1	57
d. Ability to maintain schedule	31	22	2	2	57
e. Familiarity with Institute materials	39	16	2	-	57
f. Clarity/organization of instructor presentations	32	8	5	-	45

Table 1 (Continued)

ITEMS FOR EVALUATION	EXCELLENT	GOOD	ADEQUATE	POOR	TOTAL RESPONSES
How would you rate the Institute discussions?	11	8	1	-	20
a. Direction provided by Institute leaders	24	30	-	-	54
b. Length	16	31	5	2	54
c. Frequency	18	34	1	1	54
How would you rate the practice teaching sessions?	10	8	-	-	18
a. Clarity of goals and purposes	15	29	5	3	52
b. Length expectations	12	28	11	-	51
c. Helpfulness in the learning process	24	17	9	1	51
d. Value of PM Course Lesson Plan activity	4	15	9	1	29
e. Value of the teaching situations	16	16	9	1	42
How would you rate the Institute as a whole on the following?	3	2	-	-	5
a. Usefulness of information presented	24	20	8	1	53
b. Achievement of stated goals	21	22	7	2	53
c. Increase in skill/knowledge level	20	26	6	1	53
d. Meeting facilities	20	21	10	2	53
e. Housing facilities	25	19	5	1	50
f. Dining facilities	25	15	11	2	53

## Institute Conduct

Table 1 illustrates the overall reactions of the 57 Institute attendees, by evaluation item. As can be seen from this table, the majority of those who attended the Institutes gave the advance information category the low rating, "Poor." The high number of negative responses to the question on "advance study materials" reflects the absence of materials for many attendees, since they frequently received none until they arrived at the Institute.

The second section rates the Institute sessions and, again, few attendees (less than 2 percent in all cases) categorize the items as "Poor." With regard to the third section on Institute instructors, all but three responses are grouped in the top three categories, reflecting the generally high acceptance level achieved by the instructors. The discussion section indicates that most (approximately 85 percent) of the attendees felt that the Institute discussion periods were worthwhile (i.e., "Excellent" or "Good"). As to the practice teaching sessions and related activities, only six of the 57 respondents rated these as "Poor" and the remainder ranged from "Adequate" to "Excellent."

In rating the Institute as a whole, only one attendee rated the usefulness of the information presented as "Poor," while nearly 50 percent felt it was "Excellent." In the other major category, "Increase in skill/knowledge level," more than 80 percent of the responses fell in the "Excellent" and "Good" columns.

## Institute Facilities

The attendees' perceptions of the Institute facilities were basically positive. Only five respondents judged the facilities as "Poor," and this aggregate of low ratings may well reflect the one Institute setting where neither the conference room nor the restaurant setting and service were ideal.

In any compilation of ratings like the one presented in Table 1, the inclusion of aggregate data obscures the true flavor of each of the elements, the Institutes themselves. Suffice to say that many of the negative comments were submitted by the same two groups, the least responsive of the five.

## Instructor Institute Follow-Up

Figure 4 provides a sample of the questionnaire which was sent to all 57 Institute participants in May 1976. Initially, only 23 responses were received, but after a reminder letter was sent, five additional questionnaires were returned. Of the 28 respondents, only three have actually conducted the PM workshop as prescribed by the curriculum package.

Respondent's Name \_\_\_\_\_ Contract No. 1209  
 State/Jurisdiction \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTOR INSTITUTE FOLLOW-UP

Please answer the questions below and return the completed forms to ASA as soon as possible. Thanks for your help.

1. Have you actually conducted a Police Management (PM) Workshop in your state?

- \_\_\_\_\_ Yes (Please go to question 2)
- \_\_\_\_\_ No (Please go to question 8)

2. Where/when did you conduct your workshop(s) and for whom?

	<u>Where</u>	<u>When</u>	<u>Audience*</u>	<u>No. of People</u>
Workshop #1:	_____	_____	_____	_____
Workshop #2:	_____	_____	_____	_____
Workshop #3:	_____	_____	_____	_____

(Please use reverse of this page to list similar information for additional workshops.)

\*State, county, or municipal police agencies.

3. In your workshop, did you use all or part of the Dunlap materials?

- \_\_\_\_\_ All
- \_\_\_\_\_ Part (Please specify which portions were not used.)

4. Was your workshop conducted as an independent three-day course or was it added to other in-service training?

- \_\_\_\_\_ Independent Course
- \_\_\_\_\_ Add-on (Please explain nature of training to which it was added.)

5. What immediate objectives and/or long-term goals did your agency set for the PM workshop(s) you administered?

- \_\_\_\_\_ Overall increase in DW arrests by \_\_\_\_\_\* percent.
- \_\_\_\_\_ Reduction in BAC at arrest from \_\_\_\_\_\* to \_\_\_\_\_\*.
- \_\_\_\_\_ Establishment of Special Enforcement Teams and/or weekend DWI patrols.
- \_\_\_\_\_ Refinement of DWI processing operations to shorten officer's down time.
- \_\_\_\_\_ Other (Please explain) \_\_\_\_\_

\*Please fill in blanks, where applicable.

6. In general terms, would you say the plans made as a result of your workshop(s) will accomplish the agency's goals for the PM Workshop(s)?

- \_\_\_\_\_ Yes
- \_\_\_\_\_ No
- \_\_\_\_\_ Too soon to know
- \_\_\_\_\_ Goals are not measurable
- \_\_\_\_\_ Don't know

Figure 4. Institute Follow-Up Questionnaire

7. By what means did you evaluate the outcome of your PM Workshop(s)?

- Pre- and Post-Workshop Questionnaires
- Attendees' written critiques
- Personal observation
- Other (Please explain) \_\_\_\_\_

8. If you plan to conduct a PM Workshop sometime in the future, please answer the following:

<u>Where</u>	<u>When</u>	<u>Audience</u>	<u>No. of People</u>
_____	_____	_____	_____

9. Will you plan to use all or part of the Dunlap materials in your PM Workshop?

- All
- Part (Please specify portions you will not use.)  
\_\_\_\_\_

10. What immediate objectives and/or long-term goals has your agency set for your PM Workshop?

- Overall increase in DWI arrests by \_\_\_\_\_\* percent.
- Reduction in BAC at arrest from \_\_\_\_\_\* to \_\_\_\_\_\*.
- Establishment of Special Enforcement Teams and/or weekend DWI patrols.
- Refinement of DWI processing operations to shorten officer's down time.
- Other (Please explain) \_\_\_\_\_

11. How will you evaluate the outcome of your workshop?

- Pre- and Post-Workshop Questionnaires
- Attendees' written critiques
- Personal observation
- Other (Please explain) \_\_\_\_\_

12. In retrospect, how would you rate the knowledge gained at the PM Instructor Institute you attended?

Extremely Useful      0      1      2      3      4      5      Not Useful

\*Please fill in blanks, where applicable.

It is encouraging to note, however, that 17 agencies have incorporated parts of the package into their training at both the patrol and supervisory levels.

The low number of actual PM workshops conducted is to be expected, given the unusual nature of this package, and its intended audience. The difficulties to be encountered in assembling a group of command and supervisory personnel from state and local enforcement agencies are great, and will probably only be undertaken by high-level state officials such as the Governor's Representatives for Highway Safety. Although a clear majority of the Institute attendees were associated with state police agencies (25), Governor's Representatives (11), and highway patrols (6), county and municipal police (15) were also represented. Of these latter 15, very few anticipated use of the entire course since, in most cases, their manpower and resources could not justify a three-day workshop for supervisory personnel.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

The general conclusions implied in the summary section of this report are:

1. Of the five PM Institutes, three were outstandingly successful, and the remaining two, although judged less effective, were meaningful learning experiences for the attendees.
2. Nearly all Institute attendees expressed an interest in using some part of the PM curriculum package upon return to their jurisdiction.
3. Fewer than 50 percent of those who attended the Institutes actually met the criteria established for instructor-students, i.e., many were not experienced instructors who actually planned to conduct PM workshops for their agencies' command personnel.
4. The attendee's comments indicate in most cases that the instructional methods and techniques used and taught by the two Institute instructors were appropriate and extremely valuable.

### Recommendations for Future Institutes

#### Institute Enrollment

Because of the extensive delays encountered in working through the NHTSA Regional Offices who, in turn, work through the Governors' Representatives Offices, a great deal of lead time is required to assure that the Institute information gets to the qualified personnel whose attendance is most desirable. In addition, the contractor's address should be given in the advance brochure, to allow the agencies to contact them directly. It is recommended that:

1. Sufficient lead time (two to three months) should be allowed to permit the two intermediary steps to be accomplished for each Institute and still satisfy the due dates for enrollment of candidates.

2. Advance information on the Institutes (the NHTSA Notice and the brochure) should contain the name, address, and telephone number of the Project Director, and a clear statement of the purpose and scope of the Institute, as well as a concrete description of who should attend.

Observance of these two factors should greatly decrease the number of unqualified and, therefore, less motivated attendees, whose presence detracts from the overall effectiveness of the Institute.

### Institute Facilities

The atmosphere in which the Institute is conducted has been found to affect the attendees' perceptions significantly. Where the Institute location is easily reached by air or automobile transportation, the rooms, meals and conference facilities are good, and the instructional atmosphere is professional without being threatening, the attendees' acceptance level of the curriculum package is bound to be high.

### Institute Conduct

Each attendee should receive a copy of the package one week before his planned start date, with instructions to review them before arrival at the Institute. The materials used in the Institute should be clear and concise. The attendees should be made aware on Day One of the role they will be expected to play, and their responsibility for subsequent administration of the curriculum package.

For many experienced instructors, the four-step plan of instruction as dictated by the OE Guide is extremely fundamental. For this reason, contingency plans should be made by the Institute instructors to provide alternative activities for those attendees whose level of sophistication is so high that they will become bored with the units that deal with this topic. Several persons who had previously attended other NHTSA Institutes found some of the material redundant with that which they had already learned.

It is not conducive to Institute productivity if the attendees bring their spouses, and this should be avoided if at all possible. If spouses do accompany the attendees, some provision should be made for their activities during the Institute hours.

### Follow-Up Activities

Given the brief period of time that many of the Institute attendees have had since their exposure to the PM package, it may well be that a longer follow-up period would have produced a higher response rate and a greater number of workshops conducted.



Some mechanism should be instituted whereby the Regional Offices and/or the states' Governors' Representatives' Offices can be provided with a list of attendees from their states, and a directive to check on the trained instructor's subsequent use of the NHTSA package at intervals of six months, one year, and 18 months. Only in this way can NHTSA be assured that the persons trained in package administration are actually using that training to good purpose in their home jurisdictions.



LIST OF ATTENDEES

Issaquah, Washington Institute Attendees

Lt. Marvin Acheson  
Salem, Oregon

Sgt. Bill Preuitt  
Salem, Oregon

Sgt. John D. Conway  
Sacramento, California

Lt. James Riley  
Stockton, California

Sgt. William E. Davis  
Carson City, Nevada

Marvin J. Snyder  
Boise, Idaho

Mr. Austin C. Jerpe  
Shelton, Washington

George Wehnes  
Shelton, Washington

Mr. Mike Korhonen  
Sitka, Alaska

Sgt. Andrew Wilson  
Seattle, Washington

H. Keith Neitch  
Phoenix, Arizona

Sgt. William Woodard  
Tacoma, Washington

Tallahassee, Florida Institute Attendees

Phil Allen  
Columbia, South Carolina

David L. Tollett  
Richmond, Virginia

Norman Bryant  
Frankfort, Kentucky

Brian G. Traynor  
Washington, D. C.

Charles T. DeTulleo  
Dover, Delaware

Derland B. Wagstaff  
Chapel Hill, North Carolina

Eugene Krout  
State College, Pennsylvania

David A. Watson, Jr.  
Miami, Florida

Wayne McDonald  
Miami, Florida

Robert E. Winfree  
Tennessee

Robert Milam III  
Columbia, South Carolina

Joel W. Yates  
Albemarle, North Carolina

Dwight W. Smith  
University Park, Pennsylvania

East Lansing, Michigan Institute Attendees

Lt. John Beckman  
Des Moines, Iowa

Frantz R. Heise  
Madison, Wisconsin

Sgt Samuel Boe  
New Brighton, Minnesota

Don Holmes  
East Lansing, Michigan

William H. Eccles  
Warrensburg, Missouri

Joseph Jager  
Lansing, Michigan

Sgt. William W. Erickson, Jr.  
Anoka, Minnesota

Sgt. Frank Korpel  
East Lansing, Michigan

Trooper John Graham  
Fort Dodge, Iowa

Cpl Harold LeGrande  
Lincoln, Nebraska

Aurora, Colorado Institute Attendees

Larry Allen  
Santa Fe, New Mexico

Charles W. Jones  
Colorado Springs, Colorado

W. Clark Bowles  
Salt Lake City, Utah

Robert E. McCollum  
Waco, Texas

Bert A. Chiles  
Oklahoma City, Oklahoma

Clay C. Miller  
Oklahoma City, Oklahoma

Bonnie Fussell  
Baton Rouge, Louisiana

August Pieroni  
Little Rock, Arkansas

David Hungness  
Bismark, North Dakota

Brent Taylor  
Cheyenne, Wyoming

Ronald P. Jackson  
Pueblo, Colorado

Ted Zimmerman  
Denver, Colorado

Peabody, Massachusetts Institute Attendees

George M. Bahan  
Concord, New Hampshire

Dennis DuGuay  
Pittsboro, Vermont

Arlo Lund  
Skowhegan, Maine

Eddie W. Rivera Martinez  
San Juan, Puerto Rico

Harold Miller  
Lincoln, Rhode Island

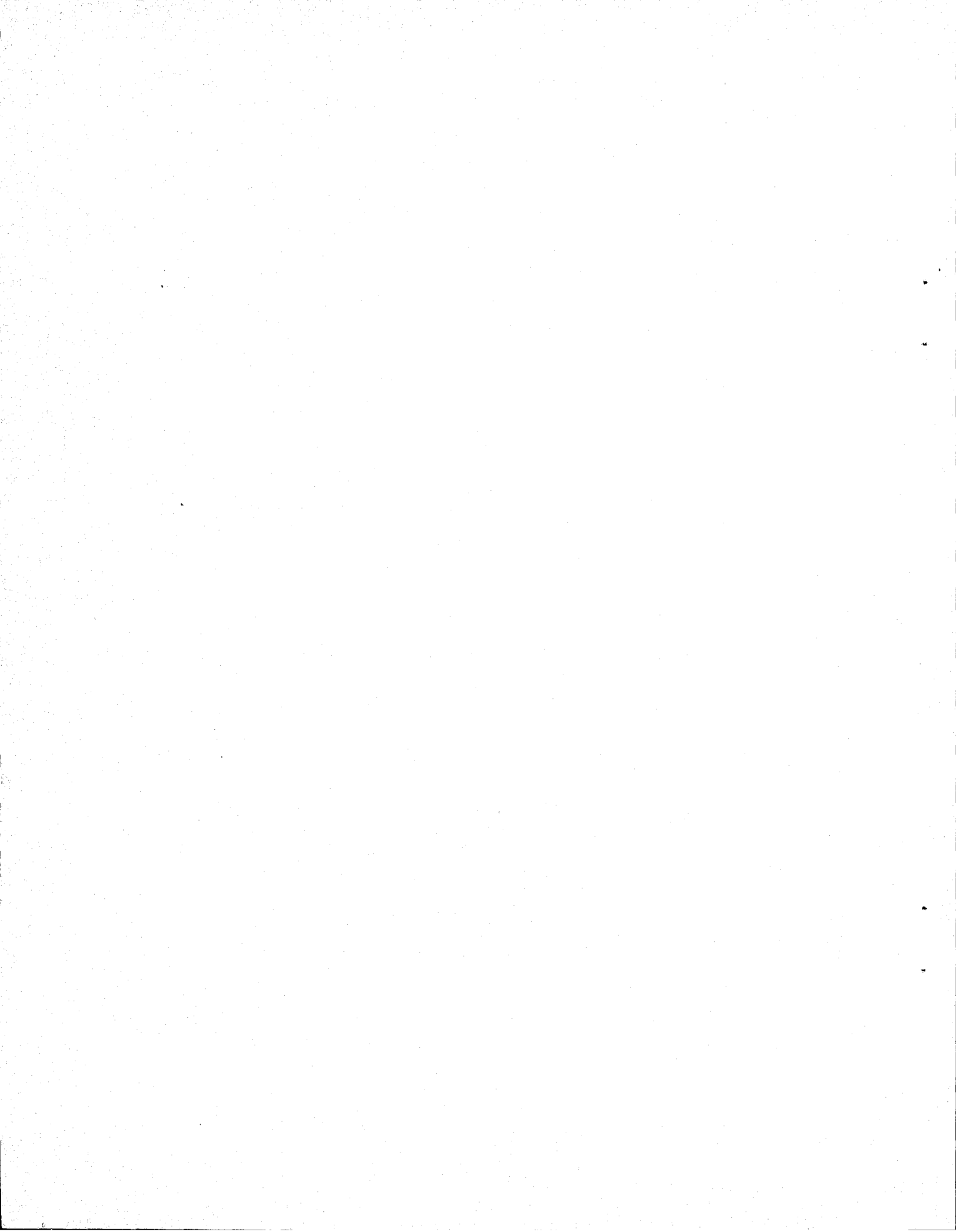
William Mohr  
Albany, New York

James Ross  
Middlesex, Vermont

Raymond Watrous  
Meriden, Connecticut

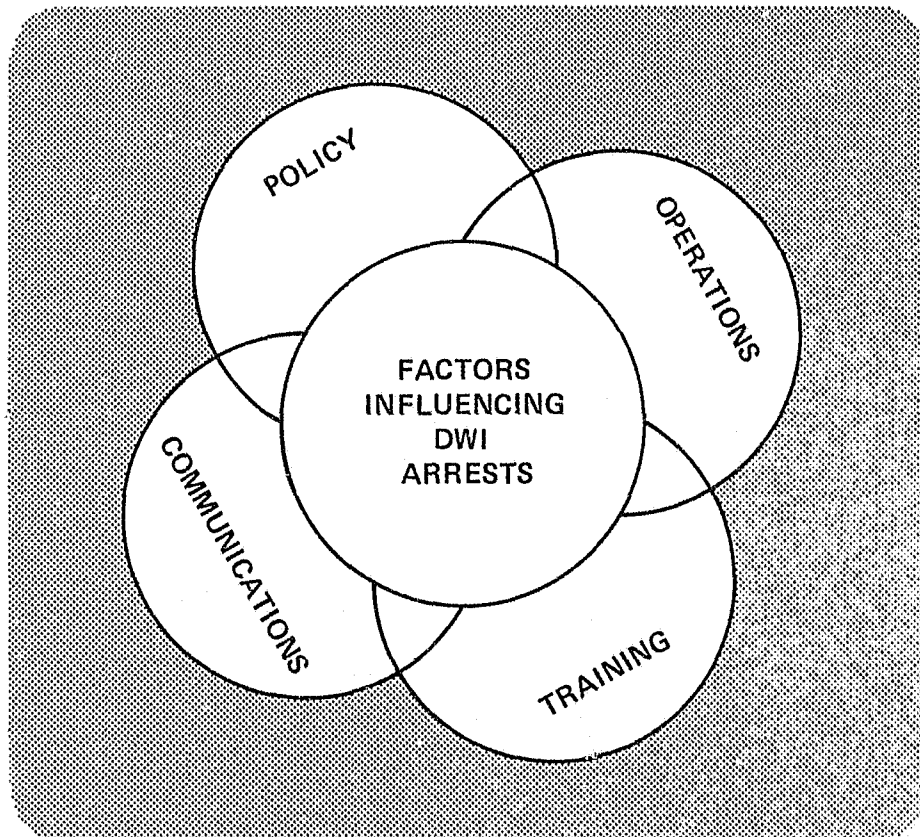
John D. White  
Scarboro, Maine

David T. Yohman  
Pikesville, Maryland



**INSTRUCTOR  
INSTITUTE IN  
POLICE MANAGEMENT  
TRAINING ON  
"FACTORS INFLUENCING  
DWI ARRESTS"**

**INSTITUTE NOTEBOOK**



INSTRUCTOR INSTITUTE IN  
POLICE MANAGEMENT TRAINING ON  
"FACTORS INFLUENCING DWI ARRESTS"

Conducted by:

Applied Science Associates, Inc.  
Box 158  
Valencia, Pennsylvania 16059

Sponsored by:

Department of Transportation  
National Highway Traffic Safety Administration  
Office of State Program Assistance  
Manpower Development Division  
400 Seventh Street, S.W.  
Washington, D.C. 20590

Contract No. DOT-HS-5-01209



REGIONS AND

**INSTRUCTOR TRAINING INSTITUTE ON  
POLICE MANAGEMENT (PM) TRAINING ON  
"FACTORS INFLUENCING DWI ARRESTS"**

Location: (Address Here)

Dates: ( Dates ) 1976

Who Should Attend: State-Level Instructor personnel responsible for supervisory/command training in their jurisdictions.

## AGENDA

### INSTRUCTOR INSTITUTE IN POLICE MANAGEMENT (PM) TRAINING ON "FACTORS INFLUENCING DWI ARRESTS"

Monday

9:00 a.m. *Registration*

9:30 a.m. Unit 1: Institute Overview

10:30 a.m. *Coffee Break*

10:45 a.m. Unit 2: Scenarios

12:00 p.m. *Group Lunch*

1:00 p.m. Unit 3: Research Background

Unit 4: The Critical Factors

Unit 5: Selection of Units for Attendee  
Lesson Plans and Presentations

2:30 p.m. *Coffee Break*

2:45 p.m. Unit 6: Alcohol and Impairment

Unit 7: Demonstration of Behavior  
Decrement with Alcohol Intake

6:00 p.m. *Group Dinner*

Tuesday

8:00 a.m. *Group Breakfast*

9:00 a.m. Unit 8: The Police Management Curriculum  
Package

9:30 a.m. Unit 9: Introduction to Teaching/Learning

10:30 a.m. *Coffee Break*

10:45 a.m. Unit 10: Teaching and Learning: Course  
Planning/Management

12:00 p.m. *Group Lunch*

Tuesday  
(Continued)

1:00 p.m. Unit 11: Teaching and Learning:  
Preparation

Unit 12: Teaching and Learning:  
Presentation

2:30 p.m. *Coffee Break*

2:45 p.m. Unit 13: Teaching and Learning:  
Application

Unit 14: Teaching and Learning:  
Evaluation

Unit 15: Lesson Planning

6:00 p.m. *Group Dinner*

Wednesday

8:00 a.m. *Group Breakfast*

9:00 a.m. Unit 16: Instructor's Presentation of  
Sample Unit

10:30 a.m. *Coffee Break*

10:45 a.m. Unit 17: Application of Teaching  
Techniques

12:00 p.m. *Group Lunch*

1:00 p.m. Unit 18: Attendees' Presentations of  
Sample Units (Numbers 1-8)

2:30 p.m. *Coffee Break*

2:45 p.m. Unit 18: Continued

6:00 p.m. *Group Dinner*

Thursday

8:00 a.m. *Group Breakfast*

9:00 a.m. Unit 19: Attendees' Presentations of  
Sample Units (Numbers 9-15)

10:30 a.m. *Coffee Break*

Thursday  
(Continued)

10:45 a.m. Unit 19: Continued  
12:00 p.m. *Group Lunch*  
1:00 p.m. Unit 19: Continued  
2:00 p.m. Unit 20: Review/Comment on Final Lesson  
Plans  
2:30 p.m. *Coffee Break*  
2:45 p.m. Unit 21: Institute Overview and Summary  
6:00 p.m. *Adjourn*

**INSTRUCTOR INSTITUTE IN  
POLICE MANAGEMENT (PM) TRAINING ON  
"FACTORS INFLUENCING DWI ARRESTS"**

Background Information

In 1974 the National Highway Traffic Safety Administration (NHTSA) sponsored the development of a training program for police management personnel on the factors which influence DWI arrest decisions. The goal of this training package is to acquaint police managers with the factors, and help them to identify command and supervisory actions that should be taken. Upon completion of this training, the future student will be able to identify and implement management actions appropriate for increasing DWI enforcement in his own community.

Description of the Instructor Training Institute

In order to implement this package at the state and local levels, state-level personnel must be trained to use the PM package effectively. The instructor training institute will be held in five locations across the country. These institutes will be attended by command and supervisory personnel from both state and local levels, who will be responsible for administering the PM course throughout their state/jurisdiction.

The institute program will be four days in length, and include 30 hours of instructor training. The program will have two goals: (1) to explain the PM curriculum package in detail to the potential instructors, and (2) to provide these instructors with techniques for use in administering the PM course.

The institute will include sessions on the four broad categories of factors influencing DWI arrest (Policy, Operations, Communications, and Training), the teaching/learning process, interactive teaching methods for use with small groups, and measures to be used in student evaluation. The contractor, Applied Science Associates, Inc. (ASA), will provide two educational technologists to lead all institute sessions.

Regions and

Enrollees will be reimbursed for travel expenses to and from the Institute site. All lodging and group meal costs at the , , will be paid by the contractor, ASA. Each enrollee will submit a reimbursement voucher on the last day of the Institute and will be reimbursed by mail within two weeks after voucher submission. Reimbursement will be made for costs of the most practical means of travel to and from the Institute.

# POLICE MANAGEMENT INSTITUTE

## DAY ONE

9:00 a.m. - 9:30 a.m.

*Registration*

9:30 a.m. - 10:30 a.m.

### UNIT 1: INSTITUTE OVERVIEW

Purpose: Provide orientation/background for Institute attendees.

Content: Description of the scope and objectives of the Institute, its relationship to DOT's national highway safety program, and review of administrative details.

10:30 a.m. - 10:45 a.m.

*Coffee Break*

10:45 a.m. - 12:00 p.m.

### UNIT 2: SCENARIOS

Purpose: Familiarize attendees with the types of scenarios used in the PM course.

Content: Two hypothetical arrest/no arrest situations are described and judgment elicited from each attendee.

12:00 p.m. - 1:00 p.m.

*Group Lunch*

1:00 p.m. - 2:30 p.m.

### UNIT 3: RESEARCH BACKGROUND

Purpose: Explain approach and methodology of the two research studies which underlie the PM course.

Content: Two independent surveys of ASAP non-ASAP areas to determine factors that influence DWI arrest. Used questionnaires and interviews with supervisors and patrolmen.

### UNIT 4: THE CRITICAL FACTORS

Purpose: Introduce the four categories into which the factors have been classified.

Content: The four categories of Policy, Training, Communications, and Operations, and each of their component factors will be explained in detail.

UNIT 5: SELECTION OF UNITS FOR ATTENDEE  
LESSON PLANS AND PRESENTATIONS

Purpose: Allow Institute attendees to choose a specific unit for their sample lesson plan, and choose a specific topic for their trial presentations.

Content: A list of units chosen from the PM Course will be circulated. Each attendee will choose one unit from the PM Course for which he will prepare a supplementary teaching lesson plan. A list of topics from the PM Course will be circulated and each attendee will choose one 20-minute unit to present to the entire class.

2:30 p.m. - 2:45 p.m.

*Coffee Break*

2:45 p.m. - 6:00 p.m.

UNIT 6: ALCOHOL AND IMPAIRMENT

Purpose: Identify the nature and degree of driving impairment caused by alcohol, and the multitude of factors which affect any specific individual's Blood Alcohol Concentration (BAC).

Content: The film, "Under the Influence," will be shown. It illustrates driving impairment that occurred in 30 average drivers under carefully controlled conditions.

UNIT 7: DEMONSTRATION OF BEHAVIOR DECREMENT  
WITH ALCOHOL INTAKE

Purpose: Demonstrate the impairment that takes place in tasks related to driving behavior, e.g., reaction time.

Content: By means of an NHTSA-approved calculation formula, using body weight and number of ounces of alcohol over a specified period, the instructors will demonstrate prediction of BACs for two or three volunteers.

6:00 p.m.

*Group Dinner*

DAY TWO

8:00 a.m. - 9:00 a.m.

*Group Breakfast*

9:00 a.m. - 10:30 a.m.

UNIT 8: THE PM CURRICULUM PACKAGE

Purpose: Explain the three PM course documents and their relationship to each other.

Content: The Workshop Leader Outline, the Participant's Manual, and the Planning Guide will be differentiated from one another on the basis of their contents and intended audiences.

UNIT 9: INTRODUCTION TO TEACHING AND LEARNING

Purpose: Allow institute instructors to become familiar with the teaching/learning process, as viewed by educational technologists.

Content: The four critical elements of successful instruction will be explicated. These are: (1) Preparation, (2) Presentation, (3) Application, and (4) Evaluation.

10:30 a.m. - 10:45 a.m.

*Coffee Break*

10:45 a.m. - 12:00 p.m.

UNIT 10: TEACHING AND LEARNING: COURSE PLANNING

Purpose: Communicate to future PM instructors the important steps in course planning and management.

Content: The following procedures will be explained: (1) enrollment and registration, (2) facilities arrangements, (3) scheduling, (4) pre- and post-course evaluation.

UNIT 11: TEACHING AND LEARNING: PREPARATION

Purpose: Illustrate the first step in the teaching process--preparation of the learner.

Content: Discussion of conditions conducive to learning and techniques for implementing them.



12:00 p.m. - 1:00 p.m.

*Group Luncheon*

1:00 p.m. - 2:30 p.m.

UNIT 12: TEACHING AND LEARNING: PRESENTATION

Purpose: Illustrate different techniques of presentation suitable for use in the PM course.

Content: Several presentation techniques and aids will be discussed, including lecture, demonstration, and selected audio-visual media.

2:30 p.m. - 2:45 p.m.

*Coffee Break*

2:45 p.m. - 6:00 p.m.

UNIT 13: TEACHING AND LEARNING: APPLICATION

Purpose: Explain the general principles of conducting interactive learning exercises.

Content: Lecture and discussion of good techniques of group leadership and the variables that influence group discussion.

UNIT 14: TEACHING AND LEARNING: EVALUATION

Purpose: Explain the various possibilities for assessment of seminar participants.

Content: Within the existing constraints, alternatives will be explored to the usual forms of testing course achievement.

UNIT 15: LESSON PLANNING

Purpose: Allow Institute attendees to practice PM lesson plan preparation, tailored to their states.

Content: Lesson planning guidelines will be discussed and time allotted for the attendees to create lesson plans for units they have selected, under the instructor's supervision.

6:00 p.m.

*Group Dinner*

## UNITS FOR ATTENDEES' LESSON PLANS

*Please choose one of the following units for use with the PM Lesson Plan. Descriptions of these units can be found in the Workshop Leader Outline.*

<u>Unit</u>	<u>Topic</u>
1	Workshop Introduction
2	Exercise to Identify Factors in Simulated Alcohol-Related Violations
3	Research Studies of Factors--Background
8	Controlled Drinking Demonstration
9	Nature and Effect of Alcohol Intoxication
10	Review of Controlled Drinking Demonstration
12	Case Study: Introduction and Policy-Related Activity
14	Case Study: Operations-Related Activity
15	Second Controlled Drinking Demonstration
16	Review of Second Controlled Drinking Demonstration
18	Case Study: Training-Related Activity
20	Case Study: Communication-Related Activity

## UNITS FOR ATTENDEES' PRESENTATIONS

*Please choose one of the following portions of units for your presentation. Descriptions of these units can be found in the Workshop Leader Outline.*

<u>Unit</u>	<u>Topic</u>	<u>Time</u>
Unit 4:	Introduction + Personal Factors	25 minutes
	Attitudinal Factors + Discussion	35 minutes
Unit 5:	Introduction + Factors Associated with the Local Environment	25 minutes
	Factors Specific to a Given Incident	35 minutes
Unit 6:	Introduction + Policy + Operations	25 minutes
	Training + Communication + Discussion and Summary	35 minutes
Unit 7:	Accident Statistics + Countermeasure Overview + Role of Police in Enforcement	30 minutes
	BAC and Crash Probability + Summary	30 minutes
Unit 11:	Policy-Related Factors + Recommended Actions + Performance Standards	25 minutes
	Discussion	35 minutes
Unit 13:	Operations-Related Factors + General Recommendations + Alcohol-Related Management Information Systems + Alcohol-Related Enforcement Programs	30 minutes
Unit 17:	Background + Training-Related Factors + Recommended Actions + Development of Training	30 minutes
	Discussion	30 minutes
Unit 19:	Background + Related Factors + Recommended Actions	30 minutes
	Discussion	30 minutes

ATTENDEES' PRESENTATION CRITIQUE FORM

UNIT NO. \_\_\_\_\_ Title \_\_\_\_\_

ATTENDEES' NAME \_\_\_\_\_

ITEMS FOR EVALUATION	EXCELLENT	GOOD	ADEQUATE	POOR	COMMENTS
1. Planning					
2. Ability to put students at ease					
3. Ability to explain goals and purposes of lesson briefly but adequately					
4. Presents entire unit content adapted to individual instructional style					
5. Use of examples to illustrate					
6. Appropriateness of examples used (anecdotes from his own experience, analogies, etc.)					
7. Stressing of key points					
8. Provision of adequate time for questions, discussion					
9. Use of available teaching aids (chalkboard, easel, etc.)					
10. Use of questions to motivate students					
11. Encouragement of active participation in discussion					
12. Spot-checking of instruction with questions					
13. Use of questions to clarify key points					
14. Ability to hold students' attention					
15. Ability to direct discussion along intended lines					
16. Incisiveness, coherency, and brevity of questions					
17. Use of review statements					
18. Ability to summarize effectively					

B-14

DAY THREE

8:00 a.m. - 9:00 a.m.

*Group Breakfast*

9:00 a.m. - 10:30 a.m.

UNIT 16: INSTRUCTOR'S PRESENTATION OF SAMPLE UNIT

Purpose: Illustrate the correct method of presenting a specific PM course unit.

Content: The entire Unit 12, entitled "Policy Related Factors and Recommendations" will be demonstrated. The discussion techniques required for the PM course will be used and critiqued by the class.

10:30 a.m. - 10:45 a.m.

*Coffee Break*

10:45 a.m. - 12:00 p.m.

UNIT 17: APPLICATION OF TEACHING TECHNIQUES

Purpose: Demonstrate the use of specific techniques in handling participants within the PM course when it is administered.

Content: Using hypothetical problem situations, the instructors will request/critique techniques suggested for use by Institute attendees.

12:00 p.m. - 1:00 p.m.

*Group Lunch*

1:00 p.m. - 2:30 p.m.

UNIT 18: INSTITUTE ATTENDEES' PRESENTATIONS OF SAMPLE UNITS (Nos. 1-8)

Purpose: Allow attendees to demonstrate their proficiency in grasp of the techniques to be used in the PM course.

Content: After each 20-minute presentation, the instructors and class will recommend areas of improvement to the attendee.

2:30 p.m. - 2:45 p.m.

*Coffee Break*

2:45 p.m. - 6:00 p.m.

UNIT 18: CONTINUED

6:00 p.m.

*Group Dinner*

DAY FOUR

8:00 a.m. - 9:00 a.m.

*Group Breakfast*

9:00 a.m. - 10:30 a.m.

UNIT 19: INSTITUTE ATTENDEES' PRESENTATIONS OF  
SAMPLE UNITS (Nos. 9-15)

Purpose: Allow attendees to demonstrate their proficiency in grasp of the techniques to be used in the PM course.

Content: After each 20-minute presentation, the instructors and class will recommend areas of improvement to the attendee.

10:30 a.m. - 10:45 a.m.

*Coffee Break*

10:45 a.m. - 12:00 p.m.

UNIT 19: CONTINUED

12:00 p.m. - 1:00 p.m.

*Group Lunch*

1:00 p.m. - 2:00 p.m.

UNIT 19: CONTINUED

2:00 p.m. - 2:30 p.m.

UNIT 20: REVIEW/COMMENT ON FINAL LESSON PLANS

Purpose: Provide feedback on preparation and completeness of lesson plans done by Institute attendees

Content: Problem elements of completed lesson plans will be discussed by the group to obtain highest possible exchange of ideas.

2:30 p.m. - 2:45 p.m.

*Coffee Break*

2:45 p.m. - 6:00 p.m.

UNIT 21: INSTITUTE OVERVIEW AND SUMMARY

Purpose: Request final questions, comments, recommendations for Institute conduct.

Content: Review of all materials for clarity and logic of presentation. All administrative tasks will be accomplished and certificates of completion awarded by NHTSA Regional personnel.

6:00 p.m.

*Adjourn*

B-17

## INSTITUTE EVALUATION FORM

ITEMS FOR EVALUATION	EXCELLENT	GOOD	ADEQUATE	POOR	COMMENTS
Advance information on the Institute					
Explanation you were given prior to the Institute of what would be expected of you					
Advance study materials					
Enrollment procedures					
How would you rate the Institute sessions on the following?					
a. Clarity of overall instructional goals					
b. Effectiveness of educational techniques and aids used					
c. Freedom from distractions					
d. Conduciveness of surroundings to Institute proceedings					
How would you rate the Institute instructors?					
a. Orientation of the group at Institute start					
b. Level of interaction with participants					
c. Ability to adjust to students' learning styles					
d. Ability to maintain schedule					
e. Familiarity with Institute materials					
f. Clarity/organization of instructor presentations					

ITEMS FOR EVALUATION	EXCELLENT	GOOD	ADEQUATE	POOR	COMMENTS
How would you rate the Institute discussions?					
a. Direction provided by Institute leaders					
b. Length					
c. Frequency					
How would you rate the practice teaching sessions?					
a. Clarity of goals and purposes					
b. Length expectations					
c. Helpfulness in the learning process					
d. Value of PM Course Lesson Plan activity					
e. Value of the teaching situations					
How would you rate the Institute as a whole on the following?					
a. Usefulness of information presented					
b. Achievement of stated goals					
c. Increase in skill/knowledge level					
d. Meeting facilities					
e. Housing facilities					
f. Dining facilities					



## REFERENCES

### Books and Reports

Alcohol enforcement countermeasures instructor's manual. Gaithersburg, Maryland: International Association of Chiefs of Police, October 1971. National Highway Traffic Safety Administration Contract No. 3651NA. (Available from National Technical Information Service, Report No. DOT-HS-800-596.)

Factors influencing Alcohol Safety Action Project police officers DWI arrests. Washington, D.C.: Arthur Young & Company, April 1974. National Highway Traffic Safety Administration Contract No. DOT-HS-4-00838. (Available from National Technical Information Service, Report No. PB-232538.)

Factors influencing arrests for alcohol-related traffic violations. Darien, Connecticut: Dunlap and Associates, Inc., August 1974. National Highway Traffic Safety Administration Contract No. DOT-HS-4-00837. (Available from National Technical Information Service, Report No. DOT-HS-801-230, PB-237004.)

A manual of police traffic services procedures. Gaithersburg, Maryland: International Association of Chiefs of Police, June 1975. National Highway Traffic Safety Administration Contract No. DOT-HS-036-3-712.

Model police traffic services. Gaithersburg, Maryland: International Association of Chiefs of Police, November 1974.

Audiovisual Aids

ALCOHOLISM: A MODEL OF DRUG DEPENDENCY

Film, 1972, 21 minutes, color  
TV/Source  
Senior high through adult  
Sale: \$335  
Rent: \$30/day, \$60/week

Sale & Rent: CRM Films  
1011 Camino del Mar  
Del Mar, CA 92014  
(714)453-5000

This film is designed to inform a wide variety of audiences about the causes of alcoholism and the direct correlation of this disease to the other drug dependent states. The information is presented in a modern, futuristic format. The viewer is taken into a new concept Learning Center where the relevant material is summarized, consolidated, and visualized with an electronic teaching console. By example, the film presents the progression of intoxication and explains the difference between drug use and drug abuse. Acquired tolerance and withdrawal are discussed. The film further defines the various theories of alcoholism and, through animation, suggests that alcoholism may actually be an addiction at the cellular level. The film concludes with the idea that alcoholism is, more than likely, multicausal.

ALCOHOLISM: ONE COUNTY'S ANSWER

Film, 1971, 21 minutes, color  
TV/Source  
Senior high through adult  
Sale: \$250  
Rent: \$25/3 days, \$50/5 days

Sale & Rent: AIMS Instructional  
Media Services, Inc.  
P. O. Box 1010  
Hollywood, CA 90028  
(213)467-1171

This film presents an overview of the alcoholism problem in one urban county (Los Angeles County, California). It draws attention to the unique problems a county must deal with in trying to provide a united treatment program. This urban county has many chronic alcoholic persons; the ties that must exist between legal authorities and county treatment facilities are emphasized. Several agencies established under county auspices are discussed and their services explained. This film provides a starting point for discussion in groups wishing to coordinate disjointed services into a comprehensive care program.

C.R.A.S.H.

Film, 1972, 27 minutes, color  
TV/Source  
Senior high through adult  
Sale: \$90  
Rent: Free loan

Sale & Rent: Ford Motor Company  
Film Library  
The American Road  
Dearborn, MI 48121  
(313)322-3000

More than 27,000 persons die each year in alcohol-related traffic accidents. Project C.R.A.S.H.--Countermeasures Related to Alcohol Safety on the Highway--is a federally funded program in Burlington, Vermont, which is trying to identify and help problem drinkers who drive. The film relates the actual experiences of C.R.A.S.H. director, Darwin Merrill, in his attempt to find solutions to one of America's most pressing and tragic social problems.

(Also available from National Highway Traffic Safety Administration F-000774)

DWI-PHOENIX

Film, 1970, 27-1/2 minutes, color  
TV/Yes  
Senior high through adult  
Sale: \$75  
Rent: Free loan

Sale & Rent: Local American  
Automobile Association Clubs or  
AAA Foundation for  
Traffic Safety  
734 Fifteenth St., N.W.  
Washington, D.C. 20005  
(202)638-1636

This documentary film shows how one city is finding a way to protect itself against the largest single cause of fatal traffic accidents--Driving While Intoxicated. Phoenix has established a compulsory-attendance traffic education course, which is four sessions, 10 hours in length, and is based upon the premise that each DWI offender is a human being who can change his behavior if properly motivated. "DWI Phoenix" offers possible solutions to the drinking-driving problem and reviews the warning signals of problem drinking.

(Also available from National Highway Traffic Safety Administration F-000605)

GO, SOBER AND SAFE

Film, 1971, 28-1/2 minutes, color  
TV/Yes  
Junior high through adult  
Sale: \$195  
Rent: Preview only

Sale & Rent: Highway Safety Foundation, Inc.  
890 Hollywood Lane  
P. O. Box 1563  
Mansfield, Ohio 44907  
(419)756-5593

This film reveals a greater degree of impairment at given blood/alcohol levels than was generally recognized by authorities on the subject. "Go,

Sober and Safe" demonstrates the degrees of impairment caused by consuming various amounts of alcoholic beverages. The Ohio State Highway Patrol cooperated in the filming of authentic driving tests after six skilled drivers had been served various amounts of alcohol.

(Also available from National Highway Traffic Safety Administration F-000948)

#### THE MASK

Film, 1965, 33 minutes, b & w  
TV/Yes

Law enforcement personnel and  
medical personnel and aides  
who work in admissions or  
emergency rooms

Sale: \$56.75

Rent: Free loan

Sale: National Audiovisual Center  
General Services Administration  
Washington, D.C. 20409  
(202)763-7420

Rent: National Medical Audiovisual  
Annex  
Station K  
Atlanta, GA 30324  
(404)526-3021

The mask of alcohol can cover up all but the most obvious signs of such illnesses as diabetes, epilepsy, heart disease, stroke, mental illness, overdose of narcotics and barbiturates, heat stroke, and sun stroke. For persons in frequent contact with alcoholic persons, such as police officers, social workers, and probation officers, it is particularly important that they be trained to ask themselves, "What else may be wrong with this man." This film takes the viewer on police rounds showing various persons who seem to be drunk. Yet each has a grave physical condition that could result in death unless appropriate treatment is promptly supplied.

#### ON YOUR MARK

Film, 1973, 5 minutes, color  
TV/Yes

Senior high through adult

Sale: \$35

Rent: Free loan

Sale & Rent: Denver Alcohol Safety  
Action Project  
1845 Sherman Street  
Denver, CO 80203  
(303) 388-6111 Ext. 301

"On Your Mark" explains how the ASAP systems approach works to get the problem drinker "back in shape" for safe driving and motivates the audience to support ASAP's work.

(Also available from National Highway Traffic Safety Administration F-000885)

POINT ZERO EIGHT

Film, 1966, 30 minutes, b & w Sale & Preview: CTV Television Network, LTD  
TV/Source 42 Charles Street  
Senior high through adult Toronto 5, Canada  
Sale: \$125 (416)924-5454  
Rent: Preview only

Eight of Canada's foremost racing and rally drivers are subjected to exacting tests at the 2-mile Harwood race track to determine the degree a given amount of alcohol in the blood can affect their skill and ability to react. Tests are performed first under conditions of total sobriety, then repeated after the drivers have consumed various amounts of alcohol. The results indicate that it is unsafe to drive with a blood alcohol level of .08% or higher.

(Also available from National Highway Traffic Safety Administration F-000391)

A SNORT HISTORY

Film, 1971, 6-1/2 minutes, color Sale & Rent: Denver Alcohol Safety  
TV/Yes Action Project  
Junior high through adult, 1845 Sherman Street  
especially Driver Education Denver, CO 80203  
classes (303)388-6111 Ext. 301  
Sale: \$55/16mm print  
\$95/35mm print  
Rent: Free loan

The subject of drinking and driving is treated in an interesting soft-sell manner, utilizing both cartoon and live action. The film stresses the point that driving an automobile is a series of risk-taking decisions; it then illustrates, by means of animation, how the ability to judge the reality of these risks is affected by alcohol.

This film's application is not limited to drinking-driving situations. The risk-taking aspect could be a basic element in any alcohol education program, eliminating the need to separate drinking-driving from other alcohol education concepts.

(Also available from National Highway Traffic Safety Administration F-000355)

Available from National Highway Traffic Safety Administration Library

THE BOTTLE AND THE THROTTLE - F-000356

16mm, Color, Sound, 10 minutes

This film attacks the mistaken idea that driving ability is not impaired by alcohol unless the driver is actually drunk. The truth is that all drivers who have been drinking are to some extent under the influence of alcohol and are therefore less capable at the wheel than the driver who has not been drinking at all.

THE DRINKING DRIVER - F-000047

16mm, Color, Sound, 25 minutes

This film depicts circumstances which affect driving while under alcohol influence, the alcoholic, the heavy drinker, and the social drinker.

THE DRINKING DRIVER, G.M. - F-000888

16mm, Color, Sound, 30 minutes

Controlled drinking is used to demonstrate how alcohol affects driving.

DRIVERS WHO DIE - F-000637

16mm, Color, Sound, 19 minutes

After an accident involving drinking driver, the medical examiner reconstructs the history of the driver with the help of a neighbor.

DRUGS, DRINKING AND DRIVING - F-000124

16mm, Color, Sound, 18 minutes  
Junior high, high school, college, adult

Experiments at UCLA demonstrate the effects alcohol and drugs (even most "harmless") can have on driving. An animated sequence shows effects on the human nervous system.

FIVE DRINKING DRIVERS - F-001142

16mm, Color, Sound, 25 minutes

A controlled demonstration of five drivers selected to drive while drinking demonstrates that alcohol and driving never mix.

KNOW YOUR LIMITS - F-001097

16mm, Color, Sound, 25 minutes

Breath test for alcohol--A presentation of the physiological effects of alcohol consumption and its relationship to operation of the breathalyzer.

LADIES AND GENTLEMEN OF THE JURY - F-000675

16mm, Color, Sound, 28 minutes

After accident and tests show a driver unable to control an automobile because of alcohol, DWI charges are made, and a trial set. Even though jury is presented with evidence of DWI, jury finds driver not guilty. Judge, off the record, tells the jury that he is not satisfied with their verdict, and lectures the driver. The driver then leaves the court for nearest bar to celebrate by having a few drinks.

THE SOCIAL DRINKER AND THE ANTI-SOCIAL DRIVER - F-000375

16mm, Color, Sound, 16 minutes  
Junior high, high school, college, adult

Statistical analysis of many automobile accidents involving drinking drivers substantiates the concept that it is not the problem drinker that is primarily responsible for most accidents on the road, but rather the social drinker.

SO LONG PAL - F-001181

16mm, Color, Sound, 22 minutes  
High school, adult

Fantasy and humor succeed in breaking down the resistance to treatment of people arrested for driving under the influence of alcohol.

SUCH A BEAUTIFUL DAY - F-001179

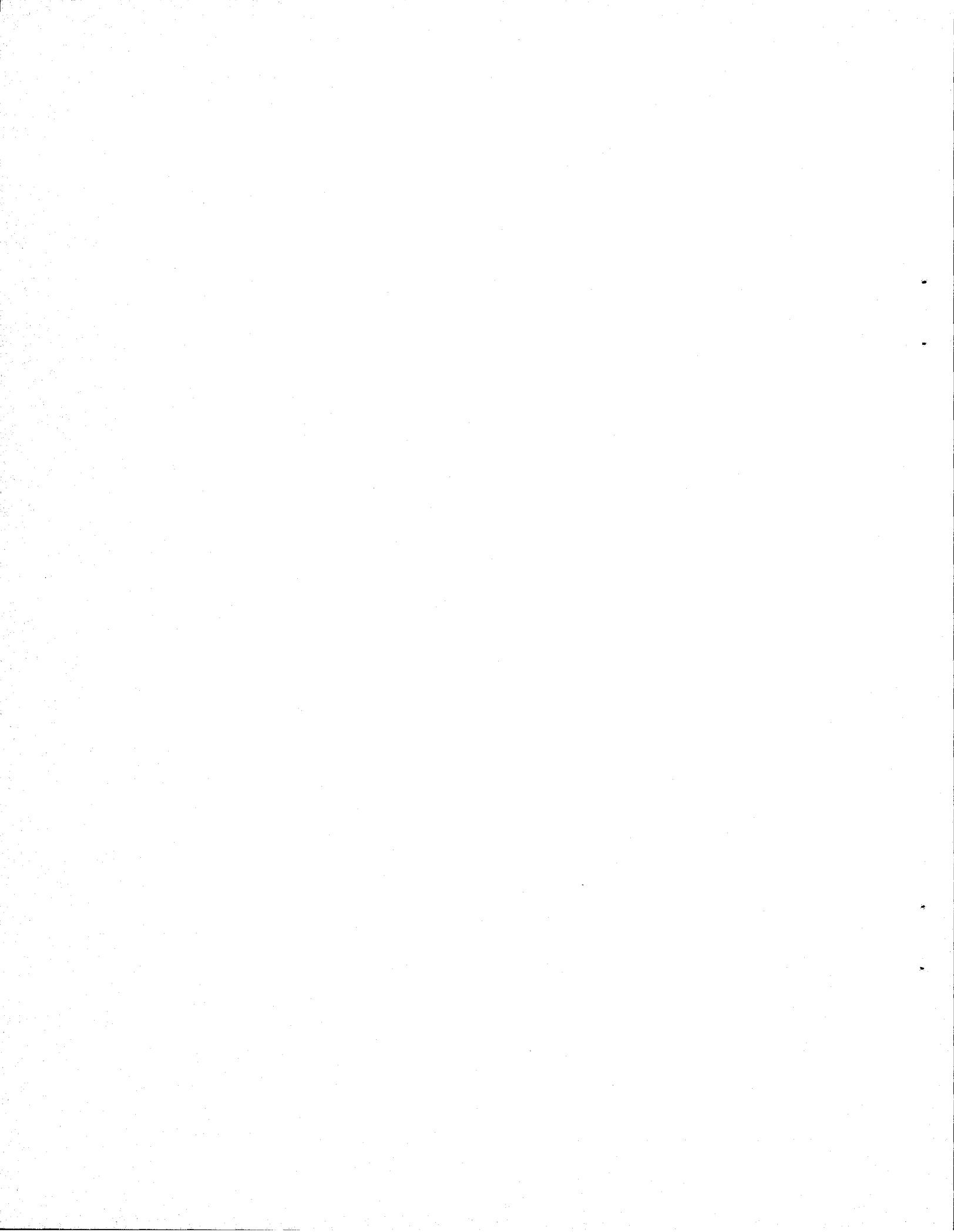
16mm, Color, Sound, 25 minutes  
General audiences

Film shows teenagers cutting class to have a beer party, and having an accident on the way home. Also shown are sheriff and doctor discussing danger zone of blood alcohol concentration.

WHAT'S YOUR EXCUSE - F-000886

16mm, Color, Sound, 10 minutes

Several individuals are shown stating that they either don't drink, or have no drinking problem. However, flashbacks show differently.





# The Problem Solvers

INSTITUTE COURSE OUTLINE

Contract No. DOT-HS-4-01209

Conduct of Institutes for Police Management Training  
on Factors Influencing DWI Arrests

Prepared by:

Margaret W. Nesbitt  
Project Director

Prepared for:

Department of Transportation  
National Highway Traffic Safety Administration  
Office of State Program Assistance  
Manpower Development Division  
400 Seventh Street, S.W.  
Washington, D.C. 20590

August 1975

## COURSE OUTLINE

### FACTORS INFLUENCING DWI ARRESTS: TRAINING FOR STATE AND COMMUNITY INSTRUCTORS

#### DAY ONE

0900 - 0930

#### Introduction

The Institute leaders and participants will be introduced, the Institute plan and format explained, and the Institute goals reiterated. Administrative matters will be taken care of, including distribution (and explanation) of student assessment forms and travel vouchers.

0930 - 1030

#### Identification of Arrest/Non-arrest Factors in Simulated Alcohol-related Violations

Scenarios of hypothetical, but realistic alcohol-related traffic offenses will be presented for consideration. Participants will identify factors which would lead them to make an arrest or not to make one.

1030 - 1045

#### Research Studies of These Factors

A brief summary of the two basic studies of factors influencing DWI arrests will be provided.

1045 - 1200

#### Review of Factors Influencing DWI Arrests: Officers' Attributes and Attitudes

The factors under this heading will be summarized by the Institute leaders, and will be discussed by the participants.

1200 - 1300

#### *GROUP LUNCH*

DAY ONE (Continued)

1300 - 1400

Review of Factors Influencing DWI Arrests:  
Local Environment and Specific Incident

The factors under this heading will be summarized by the Institute leaders, and will be discussed by the participants.

1400 - 1630

Review of the Course and Its Goals;  
Discussion

Participants should be familiar with the course, but a cursory review of the curriculum package and its goals in the four broad categories for action (Policy, Operations, Training, and Communication) will be conducted. A discussion of the course and its goals will follow.

1630 - 1730

Nature and Effect of Alcohol Intoxication

Information about the chemistry of alcohol, the physiology of intoxication, the relationship between BAC and performance, and the symptoms of inebriation will be briefly reviewed.

1730 - 1900

*GROUP DINNER*

1900 - 2030

Demonstration of Behavior Decrement with  
Use of Alcohol

A controlled drinking demonstration will be conducted, using 3-4 volunteers from the class as subjects. Their alcohol intake will be measured and their reaction time tested at various blood alcohol levels.

2030 - 2200

Film: Point Zero Eight

Eight well-known racing drivers of Ontario, Canada, are tested on numerous driving tasks while sober, then again after drinking. Their alcohol levels are measured before the "wet" runs, and their performances on both "dry" and "wet" runs are compared.

DAY TWO

0900 - 0930

Introduction to Teaching and Learning

The Institute leaders will stress the need for using proven effective means of presenting the curriculum package.

0930 - 1130

Teaching Methods Appropriate to the Course

The Institute leaders will focus on the unique instructional strategies and techniques to be used by the student-instructors to produce optimal learning in their subsequent classes for state and local police supervisors. It is most critical that the students recognize that the nature of the material dictates an interactive working session, not a formal lecture approach.

1130 - 1200

Selection of Sample Units to be Presented by Student-instructors

In order to give the student-instructors sufficient lead time for their 20-minute presentations, they will be asked to choose from a selected set of sample units from the curriculum package.

1200 - 1300

*GROUP LUNCH*

1300 - 1530

Discussion of Interactive Teaching Methods

The Institute leaders will review the teaching methods essential to success of the course, and elicit opinions as to their effectiveness in the student-instructors' home situations.

1530 - 1630

Presentation of Sample Unit; Discussion

One Institute leader will present a sample unit from the curriculum package, taking care to choose one which allows for adequate use of the methods and strategies previously outlined. Critique/discussion will follow.

DAY TWO (Continued)

1630 - 1730

Preparing a Curriculum Guide

The necessity of, and procedures for, preparing a curriculum guide will be explained. Student-instructors will prepare a draft to be reviewed by the Institute leaders on Day Three.

1730 - 1900

*GROUP DINNER*

### DAY THREE

0900 - 1000

#### Evaluation

The method and objectives of evaluation by critique will be explained. Procedures for using these evaluation methods will be taught.

1000 - 1100

#### Organization and Management

Planning, scheduling, and initiating of a course using the curriculum package will be discussed, based on the background provided by the Workshop Leader Outline.

1100 - 1200

#### Review of Draft Curriculum Guides

The draft curriculum guides prepared by the student-instructors for use when they return to their home states will be reviewed. The drafts will be returned to students before the Institute's end, with suggestions for modifications, where necessary.

1200 - 1300

#### *GROUP LUNCH*

1300 - 1730

#### Student-instructor Presentations of Sample Units

Nine students, scheduled at one-half hour intervals, will offer presentations of sample units from the curriculum package of approximately 20 minutes duration, followed by a short critique of their presentation by other students and the Institute leaders.

1730 - 1900

#### *GROUP DINNER*

DAY FOUR

0900 - 1200

Student-instructor Presentations of  
Sample Units

Six students, scheduled at one-half hour intervals, will offer presentations of sample units from the curriculum package of approximately 20-minutes duration, followed by a short critique of their presentations by other students and the Institute leaders.

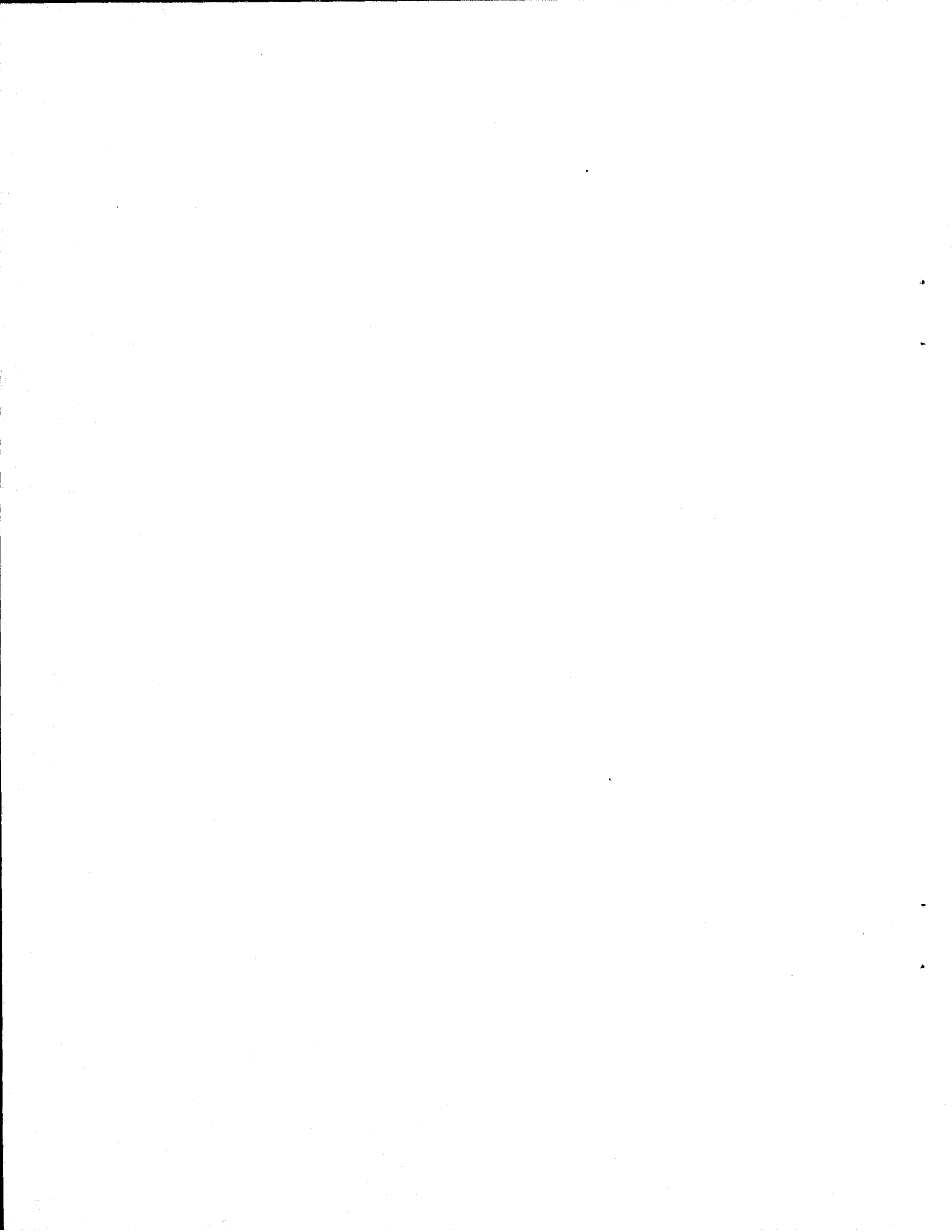
1200 - 1300

*GROUP LUNCH*

1300 - 1430

Institute Summary; Concluding Remarks

The Institute leaders will summarize the salient points of the four-day institute, and will stress the need for follow-up work in the participants' home areas. Student assessment forms and travel vouchers will be collected, and additional reactions to the Institute solicited.





# THE DRINKING DRIVER IS A PROBLEM OF MAJOR PROPORTIONS

1. Drinking drivers are *responsible* for crashes four times more often than they are the *victims* of crashes.
2. Over 800,000 crashes per year are alcohol-related.
3. About 28,000 deaths per year result from alcohol-related auto accidents.
4. One to six percent of drunk drivers (those with a BAC of .10% or higher) cause 50% of fatal single-car accidents.
5. Problem drinkers account for at least 60% of alcohol-involved accidents.
6. Forty-five percent of drivers killed in multi-car crashes had a BAC of .10% or higher.
7. As high as 97% of drivers arrested for "driving under the influence" have a BAC of .10% or higher.
8. Most alcohol-involved crashes occur between 6:00 p.m. Saturday to 6:00 a.m. Sunday.
9. Alcoholics in fatal accidents often have histories of personal violence, depression, strong suicidal drives, and paranoia.
10. Eighty percent of the fatally injured drivers who were *not* at fault in all crashes had *no* alcohol in their bodies.
11. Forty-eight percent to fifty-seven percent of drivers killed in single-car crashes had a BAC of .10% or higher.
12. Eighty percent of passengers killed in single-car crashes had been drinking.
13. Drinking driver arrests in America average out to two arrests per policeman per year.
14. For every drinking driver arrest, 2,000 such offenses go unheeded.
15. Of the drinking drivers involved in 1,000 fatal drunk-driving accidents (California, 1961), 25% were convicted and only 5% (50 drivers) were jailed.

# PREDICTABLE KINDS OF IMPAIRMENT OCCUR AT SPECIFIC BACs

**.00–.04%**

## IMPAIRMENT—NOT SERIOUS

Absence of overt effects: mild alteration of feelings, slight intensification of existing moods.

**.05–.09%**

## ABILITY AND JUDGMENT IMPAIRED

Feelings of warmth, relaxation, mild sedation; exaggeration of emotion and behavior; impairment of fine motor skills; increase in reaction time. Visual and hearing acuity reduced; slight speech impairment; minor disturbance of balance; increased difficulty in performing psycho-motor tasks; feelings of elation or depression.

**.10–.14%**

## ABILITY AND JUDGMENT NOTABLY IMPAIRED IN EVERYONE

Difficulty in performing many gross motor tasks; uncoordinated behavior; definite impairment of mental faculties, memory and judgment.

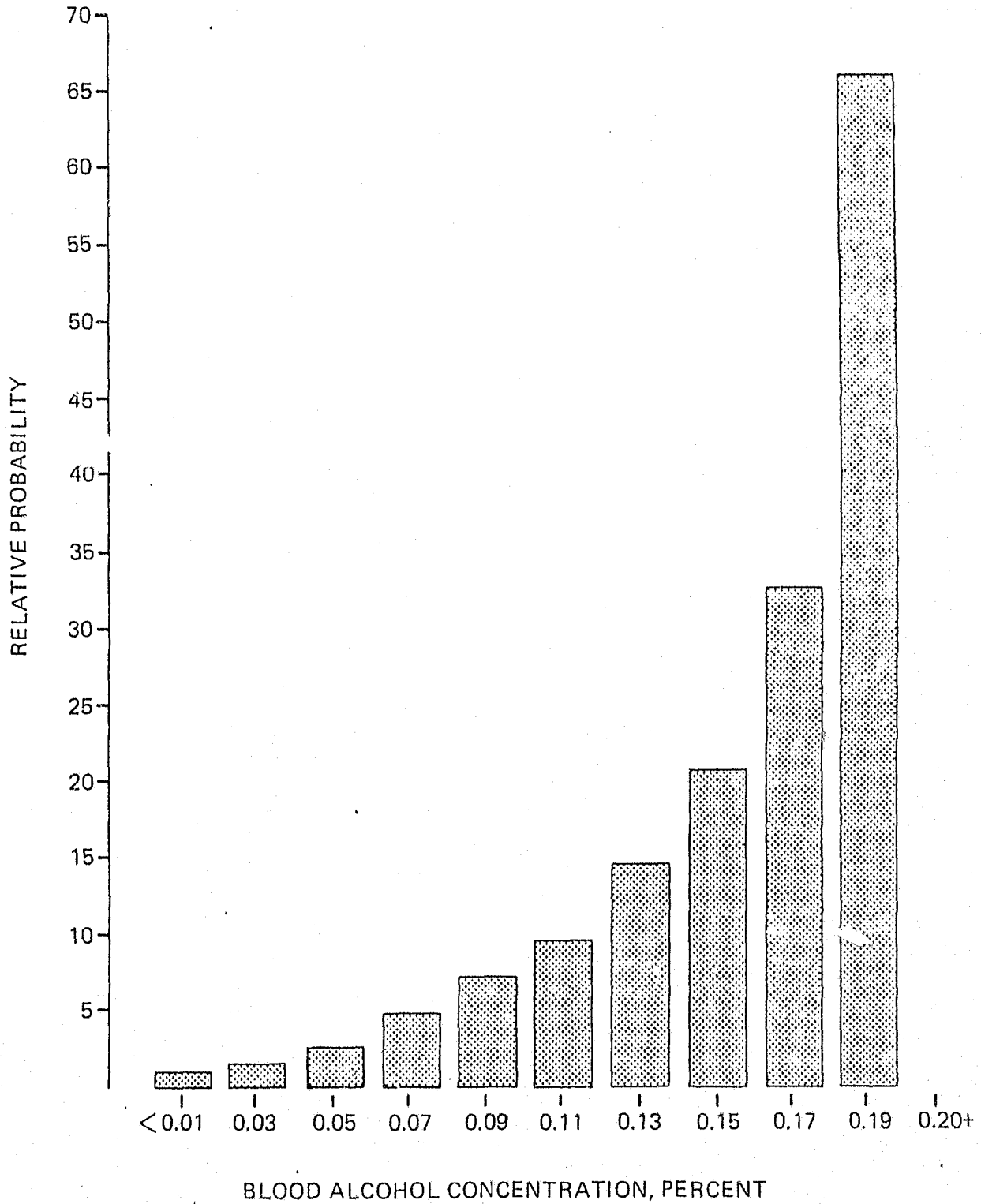
**.15%+**

## ABILITY AND JUDGMENT SERIOUSLY IMPAIRED IN EVERYONE

Exhibition of major impairment of all physical and mental functions; irresponsible behavior; general feeling of euphoria; difficulty in standing, walking, talking; distorted perception and judgment. If the BAC reaches .50% a coma develops and by .60% death can result.

SOURCE: Charles Carroll, "Alcohol: Use, Nonuse and Abuse," 1970

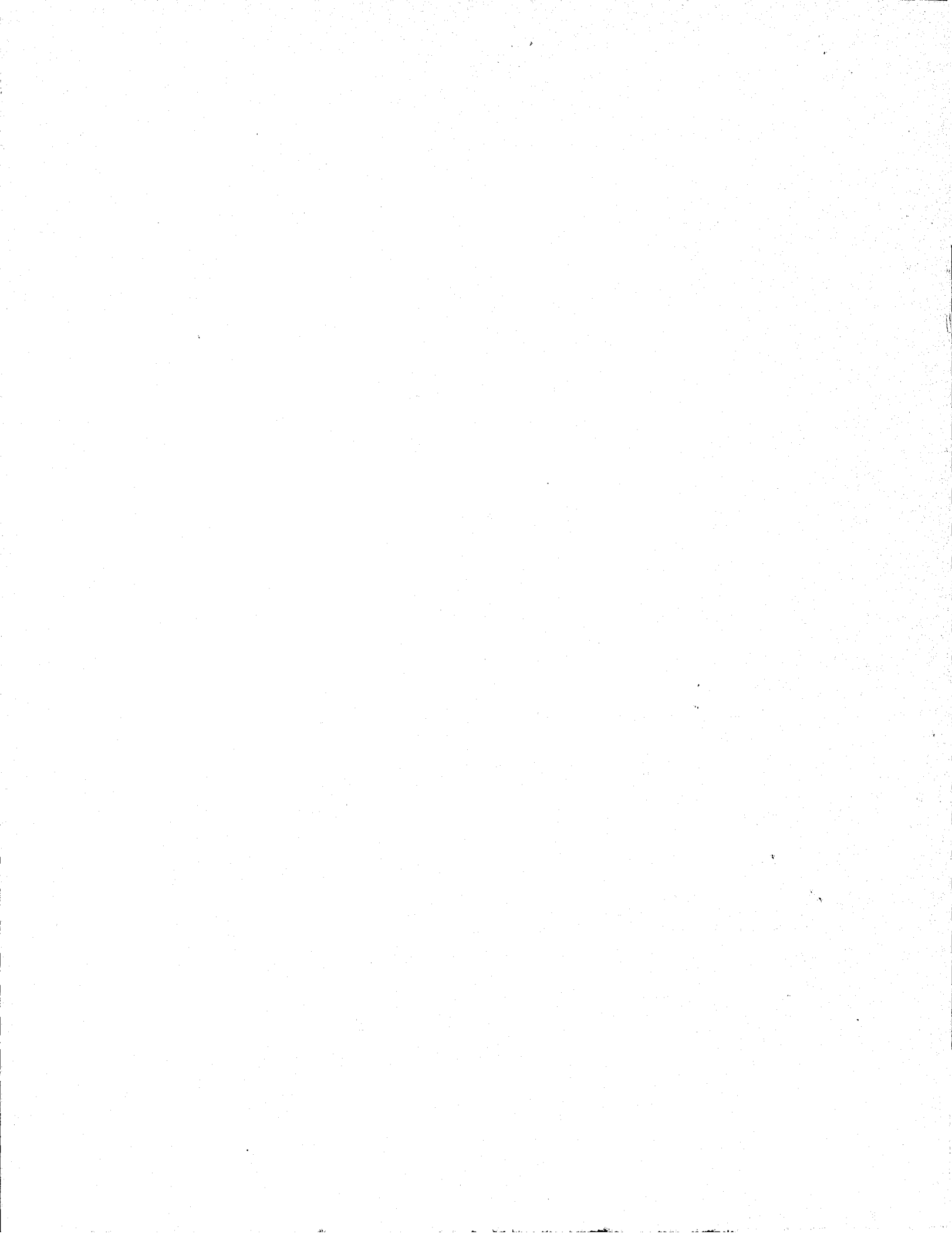
RELATIVE PROBABILITY OF BEING RESPONSIBLE FOR A FATAL CRASH  
AS A FUNCTION OF BLOOD ALCOHOL CONCENTRATION



SOURCE: Perrine et al, 1971

# PROBABILITY OF FATAL CRASH

If BAC Level is:	Chance of being responsible is:
.05	3 times higher
.10	9 times higher
.15	20 times higher
.20 +	65 times higher



THIS TABLE IS ONLY FOR EDUCATIONAL PURPOSES

ALCOHOLIC BEVERAGES	NORMAL SERVINGS	ALCOHOL CONTENT	ESTIMATED POSSIBLE BLOOD ALCOHOL LEVEL ACHIEVED WITH NORMAL SERVING (*)														
			ONE DRINK				TWO DRINKS				THREE DRINKS						
			ALCOHOL CONTENT	Body Weight			ALCOHOL CONTENT	Body Weight			ALCOHOL CONTENT	Body Weight					
	100	140	180	220	100	140	180	220	100	140	180	220					
		(oz.)	(Per Cent)			(oz.)	(Per Cent)			(oz.)	(Per Cent)						
<u>BEER</u>																	
Ale	12-oz.	5%	.60	.05	.04	.03	.02	1.20	.08	.06	.05	.05	1.80	.11	.09	.08	.07
Malt Bev.	12-oz.	7%	.72	.06	.05	.04	.03	1.44	.09	.07	.06	.05	2.16	.15	.12	.10	.09
Reg. Beer	12-oz.	4%	.48	.04	.03	.02	.02	.96	.07	.05	.04	.03	1.44	.10	.08	.06	.05
<u>WINES</u>																	
Port, Muscatel	3-oz.	18%	.48	.04	.03	.02	.02	.96	.07	.05	.04	.03	1.44	.10	.08	.06	.05
Red/White Table, Champagne	3-oz.	12%	.36	.03	.03	.02	.02	.72	.06	.05	.04	.03	1.08	.08	.06	.04	.04
<u>CIDER (Hard)</u>	4-oz.	14%	.64	.05	.04	.03	.02	1.28	.08	.06	.05	.05	1.92	.12	.10	.09	.08
<u>LIQUEURS</u>																	
B&B, Drambuie	1-oz.	40%	.40	.03	.03	.02	.02	.80	.07	.05	.04	.03	1.20	.08	.06	.05	.05
Fruit Brandies	2-oz.	25%	.50	.04	.03	.02	.02	1.00	.08	.06	.04	.04	1.50	.10	.08	.06	.06
<u>DISTILLED SPIRITS</u>																	
Brandy, Rum, Scotch, Vodka, Whiskey	1-oz.	45%	.45	.04	.03	.02	.02	.90	.07	.05	.04	.03	1.35	.09	.07	.06	.05
<u>MIXED DRINKS &amp; COCKTAILS</u>																	
Martini, Manhattan	3½-oz.	30%	1.05	.08	.06	.04	.04	2.10	.15	.12	.10	.09	3.15	.22	.16	.12	.10
Old Fashioned	4-oz.	15%	.60	.05	.04	.03	.02	1.20	.08	.06	.05	.05	1.80	.11	.09	.08	.07
Daiquiri, Alexander Marguarita																	
Highballs with Spirits and Mixes	8-oz.	7%	.56	.05	.04	.03	.02	1.12	.08	.06	.05	.04	1.68	.12	.09	.07	.06

(\*) This estimation is made from one, two, or three drinks in a normal period, or within one hour. For each additional hour subtract 0.015 per cent from the number shown.

COMMONALITIES IN THE PM PACKAGE

WORKSHOP LEADER OUTLINE	PARTICIPANT MANUAL	PLANNING GUIDE
Foreword p. vi, vii		Foreword p. vi, vii
Summary of Research ... p. 3 p. 4 Table Ia p. 5 Table Ib p. 6 p. 7 p. 8	p. 4 p. 5 Table Ia p. 6 Table Ib p. 7 p. 8 p. 9	p. 3 p. 4 Table Ia p. 5 Table Ib p. 6 p. 7 p. 8
Workshop Objectives p. 8 p. 9 p. 10 p. 11 p. 12	p. 10	p. 9 p. 10 p. 11 p. 12 p. 13
Workshop Schedule p. 16 p. 17 p. 18 p. 19 p. 20 p. 21	p. 12 p. 13 p. 14 p. 15 p. 16 p. 17 p. 18	p. 17 p. 18 p. 19 p. 20 p. 21 p. 22 p. 23
Bibliography p. 177 p. 178	p. 19 p. 20	
Scenario p. 41 p. 42 p. 43 p. 44 p. 45 p. 46	p. B-1 p. B-2 p. B-3 p. B-4 p. B-5 p. B-6	
Narratives p. 127 p. 128 p. 129 p. 143 p. 155 p. 175	p. B-7 p. B-8 p. B-9 p. B-10 p. B-11 p. B-12	

WORKSHOP LEADER OUTLINE	PARTICIPANT MANUAL	PLANNING GUIDE
Workshop Organization p. 13 p. 14 p. 15		p. 14 p. 15 p. 16
Controlled Drinking Demonstration p. C-2 p. C-3 p. C-3 p. C-4		p. 24 p. 25 p. 28 p. 29
Workshop Leader Qualifications p. B-2 p. B-3		p. 30 p. 31
Drinking Demonstration Schedule	p. C-1 p. C-2	p. 26 p. 27
Appendix A- Excerpts ...  p. A-1 - A-70	p. A-1 - A-70	
Appendix C - List p. C-3 p. C-4	p. C-1 p. C-1	
Appendix D - Chemistry ... p. D-1 - D-19	p. D-1 - D-19	



Unit No. \_\_\_\_\_

Instructor \_\_\_\_\_

### POLICE MANAGEMENT SUPPLEMENTARY LESSON PLAN

WLO Page	Information/Questions/Examples/Summary	Materials/Method

## POLICE MANAGEMENT SUPPLEMENTARY LESSON PLAN

WLO Page	Information/Questions/Examples/Summary	Materials/Method
119	<p>Introduction.</p> <p>The previous unit described those factors which influenced arrest/no-arrest decisions for DWI that stemmed from a lack of formal policy. It also provided recommendations for creation of a good policy. In this unit, participants will apply recommended procedures for formulating sound policy-related procedures to the solution of a hypothetical situation.</p> <p>Case study narrative and introduction on pages B7 and 8 of the <u>Participant's Manual</u>.</p> <p>Designate group members and delegate their meeting places within the classroom.</p>	<p>Project overhead of <u>main points of the narrative</u>, if possible.</p>
122	<p>Six characteristics of a DWI policy.</p>	<p>List the six characteristics on the black-board.</p>
124	<p>Assure that each policy statement addresses the characteristics of policy, particularly performance standards.</p> <p>Question: What are the pros and cons of standards of performance?</p> <p>Example: Iowa State Highway Patrol weights DWI as a 2 with other lesser stops as 1, because of processing time involved.</p>	
126	<p>If facilities available, have each policy statement generated by the groups typed and reproduced for distribution to all participants.</p>	

## PROBLEM SITUATION NO. 1

The workshop participants include two captains, four lieutenants, and four sergeants from various jurisdictions, at state, county and local levels. The average years of experience in the group is 18-20 years, but two of the four sergeants have only four years' experience each, and currently command small municipal agencies.

The workshop leader, State Police Lieutenant Charles, notes in his conduct of Unit 2 of the PM Course that the two police captains dominate the discussion of the scenarios, and matter-of-factly ignore the statements of the younger, less-experienced men. The leader intervenes politely, reminding all participants that the scenarios have no right/wrong answers, and that their purpose is to illustrate the factors that influence the patrolman's decision.

Throughout the remainder of Day One, Lieutenant Charles becomes more and more aware of the impact the two captains have on the behavior of the group. Whenever Sergeant Baker, in particular, tries to speak, one of the higher-ranking officers interrupts him, counters his statement with another view, or simply ignores Baker's contribution. By day's end, Sergeant Baker sits quietly, saying nothing, drawing on his notepad.

In this situation:

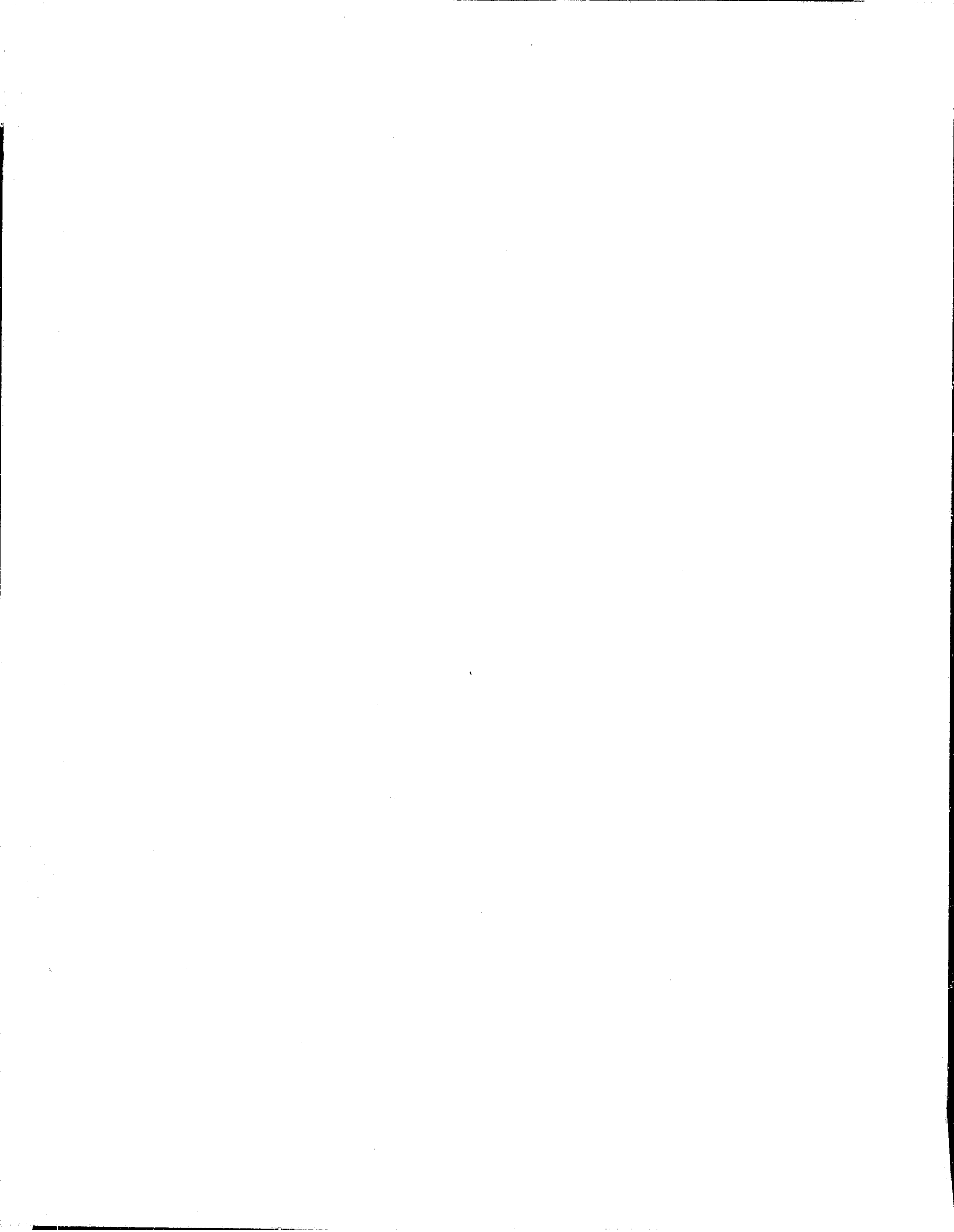
1. What can the workshop leader do to reduce the impact of the two captains' strong personalities?
2. How can the leader draw out Sergeant Baker and make him feel comfortable in the group?

## PROBLEM SITUATION NO. 2

On the first day of the workshop, Sergeant Lewis, the instructor of the PM workshop, noticed that on more than one occasion, Lieutenant Moore, one of the workshop participants, expressed mild opposition to a number of the Dunlap recommendations on communication and policy. Lieutenant Moore's dissatisfaction became very apparent on the morning of the second day of the workshop when he openly stated that he thought that the workshop was a waste of time. His subsequent interactions in group discussions for the remainder of the morning were primarily limited to sarcastic or derogatory remarks.

In this situation:

1. What might you expect the group's response to Lieutenant Moore's behavior be?
2. As the instructor, what techniques would you employ to deal with a workshop participant like Lieutenant Moore?



**CONTINUED**

**1 OF 2**

### PROBLEM SITUATION NO. 3

The instructor, Sergeant Abernathy, was pleased with the way the morning session of the first day of the workshop had gone. The participants had all presented their background information, and subsequently entered into group discussion topics with interest. However, in the afternoon session, he noticed that three of the participants had apparently become quite friendly and would tend to trade "war stories" initiated by the workshop topic at hand. The congeniality of the three participants began to lengthen the discussion periods since their talking together persisted when a new topic was introduced. This resulted in the workshop's falling behind schedule.

In this situation:

1. Is any action by the instructor called for?
2. What techniques could be used to deal with this situation?

PROBLEM SITUATION NO. 4

One participant who stood out during the morning and afternoon sessions of the first day of the workshop was Captain Gillespie. He was quiet, knowledgeable, yet considerate of the views of others, and did not dominate discussions. The instructor could tell that Captain Gillespie was respected and well-liked by the other workshop participants. The captain was one of the volunteers for the drink-in demonstration, along with two other participants. In the course of the drink-in demonstration, Captain Gillespie became surprisingly loud, somewhat aggressive, and abusive.

In this situation:

1. What effects might Captain Gillespie's drink-in behavior have upon the atmosphere in the subsequent workshop sessions?
2. What steps would you take to deal with this situation?



PROBLEM SITUATION NO. 5

At the end of the first day's sessions, Lt. Moore, the PM workshop instructor, is aware that the group is very unhappy with the topic of the instruction. He has heard comments like, "This is just more of the same old stuff," and "I'm so damn tired of hearing about the drunken driver!" The general mood appears to be one of total apathy toward this "old" enforcement problem.

In this situation:

1. What new approach might Lt. Moore take to motivate this group?
2. If one of your groups turns out to be unresponsive, how would you handle this?

PRE-WORKSHOP QUESTIONNAIRE

Name \_\_\_\_\_ No. Year's Command/  
Supervisory Experience \_\_\_\_\_  
Rank \_\_\_\_\_ Agency \_\_\_\_\_

Please answer the following questions before the workshop begins.

1. Have you attended a DWI enforcement workshop before? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please explain:

Where: \_\_\_\_\_

When: \_\_\_\_\_

Sponsor: \_\_\_\_\_

2. Are you confident that the .10% illegal BAC limit is a valid measure of intoxication? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion
3. Are you in favor of making the .10% BAC illegal per se? \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Are you in favor of making preliminary breath testers (used at roadside before arrest) available to all officers to aid in detection and arrest of DWIs? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion
5. What percentage of DWI cases are "broken down" or plea-bargained in your jurisdiction?  
\_\_\_\_\_ 0-20% \_\_\_\_\_ 21-40% \_\_\_\_\_ 41-60% \_\_\_\_\_ 61-80% \_\_\_\_\_ 81-100%
6. How would you rate the desirability of using performance standards for your officers which included "weighted" arrests or contacts (e.g., 1 pt. for motorist assistance, 2 pts. for speeding violation, 5 pts. for a DWI offense)?

Very desirable \_\_\_\_\_ Very undesirable  
0 1 2 3 4 5

Recommendations: \_\_\_\_\_

7. How explicit is your agency's DWI enforcement policy?

Vague and Unwritten      0      1      2      3      4      5      Explicit and Written

8. How would you rate the importance of DWI enforcement in your agency?

All other types of enforcement come first      0      1      2      3      4      5      DWI enforcement strongly emphasized

9. Are you satisfied with your agency's DWI policy (written or unwritten)?

Very satisfied      0      1      2      3      4      5      Very dissatisfied

Recommended changes: \_\_\_\_\_

10. Are you satisfied with the level of DWI enforcement in your agency?

Very satisfied      0      1      2      3      4      5      Very dissatisfied

Recommended changes: \_\_\_\_\_

11. Does your agency provide alcohol-related enforcement training?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

If yes, to which levels of personnel is the training available?

\_\_\_\_\_ Supervisors      \_\_\_\_\_ Lieutenants  
\_\_\_\_\_ Chiefs      \_\_\_\_\_ Sergeants  
\_\_\_\_\_ Captains      \_\_\_\_\_ Patrolmen

Do you feel that the alcohol-related training presently provided is useful?

Not very useful      0      1      2      3      4      5      Very useful

Recommended changes: \_\_\_\_\_

12. How would you rate the desirability of having a special enforcement team in your agency charged exclusively with DWI enforcement?

Very desirable      0      1      2      3      4      5      Would not like a DWI enforcement team

Pre-Workshop Questionnaire  
Page Three

13. In your agency, approximately how long does it take for a DWI offender to be processed, starting with the stop in the field and ending with the completion of BAC-testing (where applicable) and necessary paperwork?

Less than 1 hour \_\_\_\_\_      Between 1 and 2 hours \_\_\_\_\_  
Between 2 and 3 hours \_\_\_\_\_      Between 3 and 4 hours \_\_\_\_\_  
Between 4 and 5 hours \_\_\_\_\_

14. Do you feel that DWI processing time in your agency can be shortened?  
\_\_\_\_\_ Yes      \_\_\_\_\_ No

Recommended changes \_\_\_\_\_

15. How would you rate the degree of communication among agencies impacted by DWI offenses (enforcement, courts, prosecutors, probation, etc.)?

There is little,      Always a high  
if any, communication      degree of  
\_\_\_\_\_ 0      1      2      3      4      5      communication

Recommended changes \_\_\_\_\_

16. How would you rate the degree of consistency among your own and neighboring enforcement agencies with respect to DWI policy?

DWI policy      Large differences  
consistent      on DWI policy  
among agencies      0      1      2      3      4      5      among agencies

Recommended changes \_\_\_\_\_

POST-WORKSHOP QUESTIONNAIRE

Name \_\_\_\_\_

Please answer the following questions and return to the workshop leader before you leave.

1. Did you feel that the material presented during this PM workshop was:

Extremely valuable \_\_\_\_\_ Of little/  
0 1 2 3 4 5 no value

2. Was the instructor's presentation of the information:

\_\_\_\_\_ Excellent \_\_\_\_\_ Well done \_\_\_\_\_ Adequate \_\_\_\_\_ Poor

3. Are you confident that the .10% illegal BAC limit is a valid measure of intoxication? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion

4. Are you in favor of making the .10% BAC illegal per se?  
\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion

5. Are you in favor of making preliminary breath testers (used at roadside before arrest) available to all officers to aid in detection and arrest of DWIs? \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ No opinion

6. How would you rate the desirability of using performance standards for your officers which included "weighted" arrests or contacts (e.g., 1 pt. for motorist assistance, 2 pts. for speeding violation, 5 pts. for a DWI offense)?

Very desirable \_\_\_\_\_ Very undesirable  
0 1 2 3 4 5

Recommendations: \_\_\_\_\_

7. Are you satisfied with your agency's DWI policy (written or unwritten)?

Very satisfied \_\_\_\_\_ Very dissatisfied  
1 2 3 4 5

Recommended changes \_\_\_\_\_

8. Are you satisfied with the level of DWI enforcement in your agency?

Very satisfied    0    1    2    3    4    5    Very dissatisfied

Recommended changes \_\_\_\_\_

9. Do you feel that the alcohol-related training presently provided is useful?

Not very useful    0    1    2    3    4    5    Very useful

Recommended changes \_\_\_\_\_

10. How would you rate the desirability of having a special enforcement team in your agency charged exclusively with DWI enforcement?

Very desirable    0    1    2    3    4    5    Would not like a  
DWI enforcement team

11. Do you feel that DWI processing time in your agency can be shortened?  
\_\_\_\_\_ Yes    \_\_\_\_\_ No

Recommended changes \_\_\_\_\_

12. How would you rate the degree of communication among agencies impacted by DWI offenses (enforcement, courts, prosecutors, probation, etc.)?

There is little, if any, communication    0    1    2    3    4    5    Always a high degree of communication

Recommended changes \_\_\_\_\_

13. How would you rate the degree of consistency among your own and neighboring enforcement agencies with respect to DWI policy?

DWI policy consistent among agencies    0    1    2    3    4    5    Large differences on DWI policy among agencies

Recommended changes \_\_\_\_\_

Post-Workshop Questionnaire  
Page Three

14. Please rate the overall workshop on the following:

a. Meeting facilities \_\_\_\_\_

b. Housing facilities \_\_\_\_\_

c. Dining facilities \_\_\_\_\_

15. Please indicate below the steps you will take to implement the action plan you have created for your agency as a result of what you've learned in Units 12-20.

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## THE FOUR-STEP PLAN OF INSTRUCTION

### STEP I. PREPARATION OF THE LEARNER

- A. PUT THE LEARNER AT EASE.
- B. FIND OUT WHAT HE ALREADY KNOWS.
- C. GET HIM INTERESTED IN LEARNING.

### STEP II. PRESENTATION

- A. TELL, SHOW, DEMONSTRATE, ILLUSTRATE, AND QUESTION.
- B. INSTRUCT SLOWLY, CLEARLY, COMPLETELY, AND PATIENTLY, ONE POINT AT A TIME.
- C. CHECK, QUESTION, AND REPEAT, TO ASSURE THAT LEARNING IS TAKING PLACE.

### STEP III. APPLICATION

- A. HAVE LEARNER EXPLAIN WHAT IS TO BE DONE.
- B. ASK QUESTIONS BEGINNING WITH "WHY," "HOW," "WHO," "WHEN," "WHERE," OR "WHAT."
- C. HAVE LEARNER PERFORM A SAMPLE TASK WHICH HAS BEEN COVERED IN THE INSTRUCTION.

### STEP IV. EVALUATION

- A. QUESTION TO DETERMINE IF LEARNING HAS TAKEN PLACE.
- B. PUT HIM ON HIS OWN.
- C. FOLLOW-UP FREQUENTLY TO BE SURE THAT INSTRUCTIONS ARE BEING IMPLEMENTED.



## WHERE AND WHEN WILL THE INSTITUTE BE HELD?

The answers to these questions can be only tentative at this point. Care has been taken to choose a site which is convenient for all attendees, comfortable, and conducive to the successful conduct of the Institute.

The Institute schedule is as follows:

Issaquah, WA	14-17	Oct. 1975
Tallahassee, FL	5-8	Jan. 1976
East Lansing, MI	2-5	Feb. 1976
Golden, CO	8-11	Mar. 1976
Albany, NY	5-8	Apr. 1976

Final information on the Institute location, time and agenda will be forwarded to your office as soon as it is available.

## WHO PICKS UP THE TAB?

Institute participants will be reimbursed at the standard Federal *per diem* rate for their institute-related expenses. These include travel, lodging, and meals.

If you have any questions regarding the Institutes, please contact your state's representative at your NHTSA Regional Office.

**training to  
administer  
a curriculum  
package on**

**FACTORS  
INFLUENCING  
DWI  
ARRESTS**

A project funded by:

National Highway Traffic Safety  
Administration  
U. S. Department of Transportation  
Washington, D. C. 20590

## FOREWORD

The National Highway Traffic Safety Administration (NHTSA) is greatly concerned with the high incidence of alcohol-related traffic accidents on the nation's highways. A comprehensive curriculum package entitled *Police Management Training on "Factors Influencing DWI Arrests"* has been developed, and Applied Science Associates, Inc. (ASA) has been contracted to administer five Institutes across the country to train potential instructors to use this package.

Through its Regional Offices, NHTSA is offering these Institutes for police supervisory personnel, concentrating on the methods and techniques to be used in presenting the newly developed package.

This pamphlet is designed to introduce you to the Institute's purpose and plan, and to answer your questions about enrollment, location and time, and reimbursement.

## WHAT IS THE INSTITUTE ALL ABOUT?

In order to reduce the threat posed by drinking drivers to the lives and property of others, as well as to themselves, it is essential that enforcement of DWI statutes be raised to a maximum. One way of furthering this goal is the training of police command and supervisor personnel in two major areas:

1. Awareness of the factors which influence a police officer's arrest decisions in DWI cases.
2. How to use command and supervisory functions to capitalize on these factors, and to implement countermeasures.

The purpose of the Institute is to acquaint student-instructors with the curriculum package, and to train them in the most effective and efficient ways of presenting the package to *their* students.

The Institutes will be four days in duration, and will be conducted by instructor-trainers qualified in educational methodology.

Ample opportunity will be provided for discussion and student participation in the proceedings. In addition, the student-instructors assisted by the instructor-trainers, will demonstrate their ability to present a sample unit of the curriculum package.

## WHO SHOULD ATTEND?

Applications are expected from the entire range of ranks, from first-line supervisors to chiefs. Potential student-instructors should have the following qualifications:

1. At least three to four years as a supervisor and/or a law enforcement officer having command responsibility.
2. Capability of being an effective police management instructor.
3. Familiarity with state and local laws and procedures regarding DWI detection, arrest, charging, and adjudication.

From the applications received, a student-instructor and an alternate will be selected for each state. Both will be notified, and will receive course materials and other necessary information approximately four weeks before the institute start date.

Applications must be post-marked no later than 25 *working* days before your Region's Institute start date.



**END**